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ABSTRACT

Thousands of people around the United States have come up with creative programs that have curbed violence in their neighborhoods and communities. The programs consist of a broad spectrum of partners, audiences, and long- and short-term concerns, and they illustrate the kinds of violence that they are seeking to reduce or eliminate. The programs operate at local or state levels, either through existing organizations or through special groups dealing with the violence issue. Youth organizations, neighborhood groups, schools, police departments, health and social service agencies, recreation departments, housing authorities, and fraternal groups are just some of the places where programs have been started. The booklet is intended for those who have some experience in a community-based program that involves working directly with people. It does not prescribe specific solutions but rather it offers ideas to spur thinking about how to address local needs, suggests different kinds of action and partners, and explains some ways in which conducting a violence-prevention program may differ from running other community programs. (RJM)

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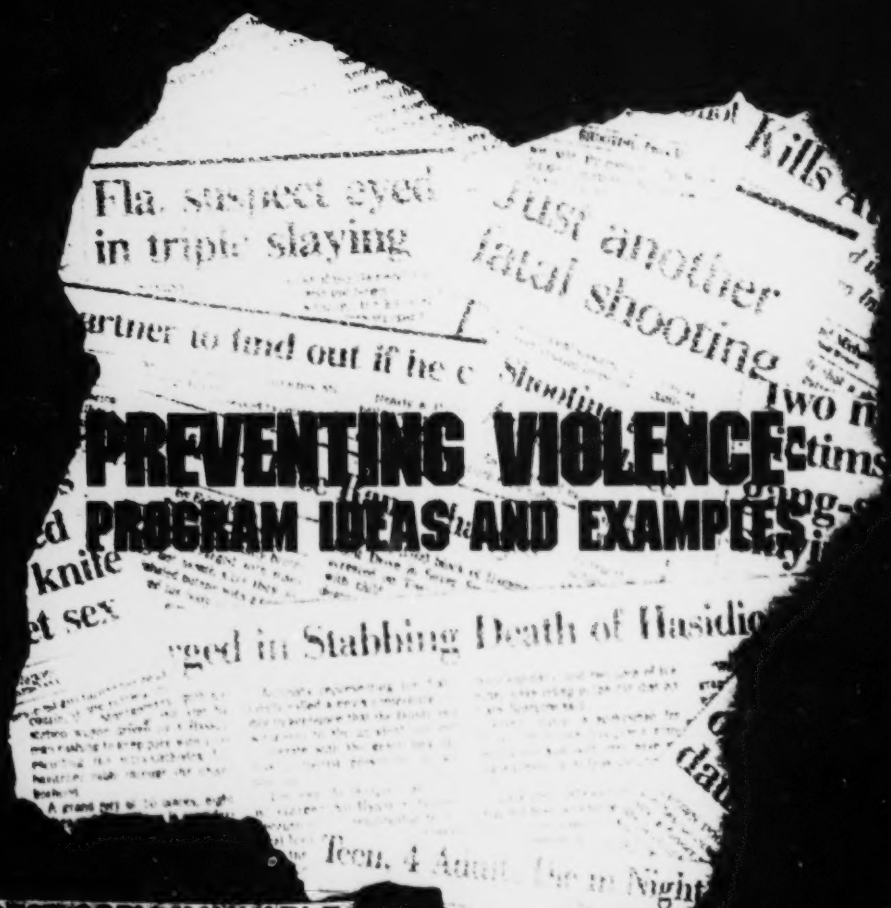

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PREVENTING VIOLENCE:
PROGRAM IDEAS AND EXAMPLES

National Crime Prevention Council
Washington, DC

The National Crime Prevention Council (NCPC) is a private, nonprofit, tax-exempt organization whose principal mission is to enable people to prevent crime and build safer, more caring communities. NCPC publishes books, brochures, program kits, reproducible materials, posters, and other items; operates demonstration programs, especially in community and youth issue areas; provides training on a wide range of topics; offers technical assistance and information and referral services; manages (with The Advertising Council, Inc., and the U.S. Department of Justice) the McGruff public education campaign; and coordinates the activities of the Crime Prevention Coalition, 136 national, federal, and state organizations and agencies active in preventing crime.

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PROGRAM IDEAS

INTRODUCTION

Preventing violence is an enormous challenge for our society. Violence presents itself in many forms—from emotional abuse to warfare, from spouse battering to robbery, from murder to threats. Even if confined to a relatively traditional framework—the use or threat of force by one person against another—the prevention of violence is a daunting task. It needs the energy and determination of each of us.

To prevent violence requires individual action. It also needs organized programs that combine our energies to deal with problems that no one of us can solve alone. Such programs are emerging around the nation to address some of the most intractable problems our society faces.

But we know these problems must be solved. The physical agony, the mental anguish, the loss of life and limb and talents, the destruction of family, and the impoverishment of community life must stop.

The good news is, something can be done and is being done. Adults, children, and youth peacefully resolve conflicts; determined residents of a drug-besieged block drive out the dealers and the violence that came with them; potential gang members decide to reject that violent lifestyle because they see better choices; older students teach younger ones how to avoid being victims of violent crime; Neighborhood Watchers not only watch out against crime but help prevent violence from getting a grip on their communities; more people report child abuse to authorities to stop the abuse; communities provide shelter and support for spouses formerly trapped in battering situations. This is just a tiny part of the success of violence prevention. The task is not always easy. But success is rewarding; sometimes it is gloriously uplifting. And the need to succeed is acute.

HOW (AND WHO) THIS BOOKLET CAN HELP

Thousands of people around the country have come up with creative, constructive programs that help to stop violence in their neighborhoods and communities. This booklet presents a cross-section of programs to illustrate the broad spectrum of partners, audiences, long-term and short-term concerns, and kinds of violence that programs seek to reduce or eliminate. The programs operate at local or state levels, either through existing organizations or through special groups dealing with the violence issue. Youth organizations, neighborhood groups, schools, police departments, health and social service agencies, recreation departments, housing authorities, and fraternal groups are just some of the places where anti-violence programs have started.

The suggestions, ideas, and examples presented here presume that you have some experience in a community-based program that involves working directly with people. This is not a booklet on program design or implementation, on volunteer management, on evaluation, or on funding and other resource development. The "Resources" section lists some places to get these types of information; it also suggests other groups working against violence that may be able to help in specific subject areas.

This booklet doesn't prescribe a few specific solutions for violence. Instead, it offers ideas to spur your thinking about how to address local needs. It suggests different kinds of action and partners, and explains some ways in which conducting a violence prevention program may differ from running other programs in your community. Most important, it gives you real-life examples of things that people like you in communities like yours are doing right now.

ACTION ON MANY LEVELS

People dictate what happens in their neighborhoods.

Harold Wright
Executive Director
Virginia Crime Prevention Association
Richmond, Virginia

Each of us can reduce our personal risk of becoming a victim of violence. Everyone can help children learn to avoid becoming its targets. Many of us—indeed most of us—can work with others in our neighborhoods to build a sense of community that refuses to tolerate violence, an atmosphere that helps people to work it out instead of punching it out or shooting it out. We can reach beyond our immediate neighborhood or community to create or support programs and projects that help prevent violence throughout the city, county, or state. Each of us can—and must—do something if we are to prevent violence. What can you do? Ideally, you will do three things: reduce your own risk of violence, join or start a program to help others stop violence, and help create a community climate in which violence cannot flourish.

DIFFERENT METHODS, DIFFERENT PERSPECTIVES

There are many choices. You can work with individuals or with a group. You can create a program or join an already-established effort.

You can do something about immediate causes of violence—the situations or activities (such as drug dealing, tensions among community groups, ready availability of illegal weapons) that are directly linked with violent behavior. You can take on the less direct but no less important conditions and attitudes that cause violence—like low self-esteem, dysfunctional families, frustration caused by deprivation, lack of opportunity, or social attitudes that support or allow violence.

You might feel more comfortable doing something to prevent violence because it is morally or ethically wrong; you might see it as a practical question of survival and quality of life for you and your family. You might feel strongly that short-term, immediate change is most important; you may prefer to dig in to work on the long-term conditions and situations that contribute to violence. You may want to work with those who have already displayed violent behavior in order to forestall its recurrence; you may choose to prevent people from ever resorting to violence.

Every one of these methods and perspectives is important in preventing violence. There is plenty of room for everyone to play a part. There is no single cause of violence; there is no single cure. Your help is crucial, whatever your choice.

A FEW STARTER IDEAS

Whatever you do, you want a program that will address a clear local need, avoid duplicating services, attract support from the community, and actually stop or at least reduce violence. That seems like a tall order, but some of the best programs evolve from simple ideas. Look over the following 30 ideas for ways children, individual adults, families, and neighbors can stop violence. Think about how one such idea could be enriched and enlivened in your community.

Ten Things to Teach Kids

- Settle arguments with words, not fists or weapons. Don't stand around and form an audience when others are arguing. A group makes a good target for violence.
- Learn safe routes for walking in the neighborhood, and know good places to seek help. Trust feelings, and if there's a sense of danger, get away fast.
- Report any crimes or suspicious actions to the police, school authorities, and parents. Be willing to testify if needed.
- Don't open the door to anyone you don't know and trust.
- Never go anywhere with someone you don't know and trust.
- If someone tries to abuse you, say no, get away, and tell a trusted adult. Remember, it's not the victim's fault.
- Don't use alcohol or other drugs, and stay away from places and people associated with them.
- Stick with friends who are also against violence and drugs, and stay away from known trouble spots.
- Get involved to make school safer and better—having poster contests against violence, holding anti-drug rallies, counseling peers, settling disputes peacefully. If there's no program, help start one!
- Help younger children learn to avoid being crime victims. Set a good example, and volunteer to help with community efforts to stop crime.

Ten Things You Can Do

- Teach children how to reduce their risk of being victims of violent crime. Insist on knowing at all times where your kids are, what they are doing, and who they are with.
- Get involved. Volunteer to help in community and neighborhood anti-crime and other community improvement efforts. Encourage groups you belong to—religious, civic, social—to help stop crime.
- Use common-sense tips to reduce your risk of being a crime victim. Stay in well-lighted, busy areas; travel with a friend if possible; walk in a confident, assured way. Avoid known trouble spots.
- Report crimes and suspicious activities to police; agree to testify when necessary. Stand up for what you believe in if you want a safe community.
- Get to know your neighbors and agree to look out for each other. Get organized; work with the police.
- Find ways to settle arguments without violence. If you resort to violence to settle disputes, this is what you will teach your child. Be a good role model.
- Use common courtesy. It helps ease tensions that can lead to violence. Teach your kids that good manners are important.
- Don't carry a weapon. You lose, whether you use it or it's used on you.
- Don't support illegal activities, like buying stolen property or using illegal drugs. It's the wrong message to send a child, and it involves you in criminal activity.
- Volunteer your home as a reliable source of help for kids who are scared or need assistance.

Ten Things You and Your Neighbors Can Do

- Work with public agencies and other organizations—neighborhood-based or community-wide—on solving common problems. Don't be shy about letting them know what your community needs.
- Make sure that all the youth in the neighborhood have positive ways to spend their spare time, through organized recreation, tutoring programs, part-time work, and volunteer opportunities.
- Set up a Neighborhood Watch or community patrol, working with police. Make sure your streets and homes are well lighted.
- Build a partnership with police, focused on solving problems instead of reacting to crises. Make it possible for neighbors to report suspicious activity or crimes without fear of retaliation.
- Take advantage of "safety in numbers" to hold rallies, marches, and other group activities to show you're determined to drive out crime and drugs.
- Clean up the neighborhood! Involve everyone—teens, children, senior citizens. Graffiti, litter, abandoned cars, and run-down buildings tell criminals that you don't care about where you live or each other. Call the city public works department and ask for help in cleaning up.
- Ask local officials to use new ways to get criminals out of your building or neighborhood. These include enforcing anti-noise laws, housing codes, health and fire codes, anti-nuisance laws, and drug-free clauses in rental leases.
- Form a Court Watch to help support victims and witnesses and to see that criminals get fairly punished.
- Work with schools to establish drug-free, gun-free zones; work with recreation officials to do the same for parks.
- Develop and share a phone list of local organizations that can provide counseling, job training, guidance, and other services that neighbors might need.

MANY POSSIBLE PARTNERS

Get help, get partners, and get together to build the strongest violence prevention effort possible. Many people would like to work with you, whether individually or as members of organizations. Here are just a few ideas about possible partners, why they want to stop violence, and how they can contribute to the effort.

Parents and Other Caregivers

In the threat caused by violence, parents see the potential loss of a child. Such a loss is one of the greatest agonies an adult can suffer. To lose a child to violence—to a senseless, possibly random, almost certainly meaningless use of force—compounds the agony. Parents' investment—strong, immediate, long-lasting—in creating and sustaining communities free of violence in which their children can grow up is an extraordinarily effective and durable resource.

Police

The less violence, the less danger to the community that police are sworn to protect. The less violence, the less danger to police officers themselves as they seek to help members of the community. Police and other law enforcement officers can help by identifying the extent and kinds of criminal violence in various parts of the community.

Public Health Specialists

Violence is a leading killer and a leading cause of disabling injuries. Hospital care for victims of violence, the lost skills and talents of those killed, and the mental and physical injuries that come with violence increase our nation's health burden and the drain on health care resources. Public health experts look at violence not so much as a crime to be prosecuted but as a kind of disease for which a cure is needed. This different perspective helps identify novel ways to tackle difficult issues.

Religious Leaders

Religious leaders all too often see first-hand the grief and loss that violence causes. They oppose violence on both immediate and long-range grounds, from practical, philosophical, and spiritual perspectives. Most religions teach that violence—especially personal violence—is wrong. Religious leaders—priests, ministers, rabbis, imams, elders, and the like—set the moral and ethical standards by which members of their congregations should abide. The moral influence that these people can bring to violence prevention is a powerful tool. Their pragmatic, thoughtful understanding of how to reach and teach the community offers a wealth of experience that can enrich any program.

School Staff

It gets worse and worse and worse. It has gotten so I'm scared to come to school.

New York City
High School Senior

Violence in any community eventually pollutes the atmosphere of its schools. If the violence does not break out on school property, it stalks children traveling to and from school each day. It threatens teachers, principals, and other staff as they go to and from their jobs. And it interferes, severely, with educating children. Young people worried about making it home safely after school or quivering in fear after a morning encounter with a bully or gang member a block from school have more trouble focusing on their studies. They may even be so afraid that they stay home rather than risk violence to gain knowledge. Teachers, school administrators, and other staff can use their substantial skills and their real concern for youth to teach violence prevention strategies, and help the young people learn to look out for themselves and each other.

Children/Youth

Young people are more likely—up to ten times more likely—to be victims of violent personal crime than are adults. They are also victims of an appalling variety of abuse, much of which is grounded in violence. It is their play area, their education, their growing desire for independence that are threatened or lost when violence invades and pervades a community. But young people are capable of both watching out for themselves and others and of helping out to find ways to prevent violence. They can learn to resolve disputes peacefully, teach peers and younger children how to reduce risks of becoming violence victims, and undertake practically any kind of project that adults might engage in.

Victims of Violence

Whether youths or adults, victims of violence feel angry, powerless, and dispossessed. They often feel helpless. But many victims of violence have found that speaking out about their experience, counseling more recent victims, and working for prevention and for the rights of victims are means of healing.

Social, Civic, and Fraternal Groups

Many groups have noticed that civic activity declines as violence becomes an increasing threat in the neighborhood or community. Violence may strike individual members; it certainly damages the civic pride that many promote. These groups and their members, on the other hand, often reflect the formal and informal leadership of the community. Seeing the need to reduce violence and the possibility of being part of an effective program may be enough to persuade such organizations to make violence prevention a priority.

MANAGING VIOLENCE PREVENTION EFFORTS

Before you start a violence prevention program, find out what services the community wants or needs by conducting a survey. Gather as much information as you can on the subjects; then contact agencies working in those fields; do some networking; then develop a mission statement for your program.

Ulric Johnson
Program Director
Gang/Drug Prevention Program
Mattapan, Massachusetts

Are violence prevention programs like other crime prevention programs? Like other community betterment programs? Yes and no.

Many of the same management and program development skills apply to all these efforts. For example, assessing needs, determining specific goals and objectives, developing strategies to meet the goals and objectives, locating and securing resources, implementing the program, monitoring and evaluating the program, and revising and refining it as needed are basic program development skills. Working effectively with volunteers is a skill that transfers readily from one program area to another. Understanding how to secure news coverage of the program's achievements involves similar techniques, whether the program prevents violence or provides nutrition education. Much of the work of crime prevention focuses directly on enabling people to reduce their risks of becoming victims of violent personal crimes. A significant part, however, is closely aligned with community organizing and empowerment.

Programs that address violence do present some features that are rare or unique. Which of these you may encounter and how they will affect your particular program is difficult to predict. But by being sensitive to some of the issues that may arise, you can use your program experience to avoid or reduce problems and to develop ways to turn challenges into opportunities for success. As the program profiles demonstrate, many people just like you have grappled with and surmounted similar problems in similar communities. They've not only found ways to deal with them, but have succeeded in reaching their goal: reducing violence.

Select People to Help You

I noticed that the kids were looking up to me, and were counting on me to help them solve their problems. I also noticed the lack of parent participation in their lives, and as a female officer, mother, daughter, and sister I knew that if I didn't help now, the kids might be lost forever.

Sherri Smith
Police Officer
Jacksonville, Florida

Most programs will have a niche somewhere for almost any kind of volunteer. But if the program deals directly with violence-prone people or situations, you will need to recruit people who are not excessively afraid or who can at least deal constructively with their fear. Design the program so that it does not expose people to undue risks, and watch for signs of burnout in staff and volunteers working in a tension-laden atmosphere. Your program may in fact help people overcome their fear of taking action by invoking issues more important to them, such as safeguarding children and elders.

Pay close attention to the qualities of the people who will work most directly with program clients. Ideally, you want to recruit people who keep their cool, who understand human failings and can demonstrate that they do, who can think on their feet, and who have some experience in the community your program will be helping. This appears to be a tall order, but the up-front investment in seeking out suitable volunteers and staff pays big dividends.

Work in Comfort Zones

Groups (as well as individuals) have distinct comfort zones in which they are willing to deal with a potentially dangerous issue like violence. Group members probably will be unable or unwilling to say, "That makes us uncomfortable." The group may be unaware that it is uncomfortable with the proposed action, but repetitious resistance, minor objections elevated to major issues, and repeated concerns about the validity and feasibility of the program should signal that the action idea may deal a bit too directly with violence-prone situations and people. Do you give up? Find another group? No, not at all. Identify related activities that make the confrontation less direct. If reluctant to patrol the high school grounds to break up fights, a parent group might make phone calls to check on student attendance or clean up graffiti as a start. As the group and its members gain confidence, they may even surprise you by suggesting that they start a patrol.

Help Your Helpers Deal with Fear

Reasonable fear of becoming a victim of violence is a sound survival characteristic. Denying to staff or volunteers that there's something to fear doesn't make the fear go away. Fear of violence combines with the normal dynamics of a group as a key factor in creating the "comfort zone" phenomenon. But individuals' personal fear is a different and important issue, one that may keep them from joining in or continuing. One way to deal with individual fear is to identify tasks people can do that don't generate as much fear; then encourage fearful volunteers to take on these jobs as a starter. Bringing the program files up to date is considerably less threatening than street contact with gang members, for instance. But both jobs need to be done. Researching how local TV, radio, and newspapers report on violence is less scary than patrolling the street at night. Arranging for people to work in pairs or small groups instead of alone can help reduce fear. And success in working in the program itself can go a long way toward alleviating fear.

It goes almost without saying that you should take appropriate physical and personal security measures, including education on personal crime prevention for all volunteers and staff.

Sustain Hope When Results Aren't Quick or Visible

Sometimes, a violence prevention program will produce quick success—or at least one or two very positive developments. But especially in programs that deal with the causes of violence, it may take months, a year, or even several years to see substantial change in the situation. To see major changes, you may have to wait until young children have become teenagers, or until the community knows by word of mouth (not just by your say-so) that a mediation center is trustworthy and helpful. A youth may be flippant or apparently inattentive in a self-protection class, but six weeks later may avoid a robbery by using the skills taught in your program that very day.

Changes that do take place may not be easy to see when you are dealing with some aspects of violence prevention. You can't always photograph success or plot it on a graph. Changes in attitude don't show up on weekly activity tallies. Beliefs that shift away from violence as a choice don't leave paper evidence. A person who has learned smart ways to solve conflicts without violence may use those skills several times a week without ever telling you.

It's important to recognize this possibility ahead of time, to be realistic in your planning, and to share with staff and volunteers the knowledge that they need to look for little signals of forward movement as well as major changes heralding success. Increased school attendance, less trash on the streets, more reports to police—all can be positive indicators. Be sure to include in the plans to monitor and evaluate your program some ways in which incremental signs of progress can be gauged, whether they're process measures (e.g., how many people came to the meeting) or output measures (e.g., how many youth completed the training). It's also important to see that staff and volunteers get prompt, positive feedback to encourage and sustain them.

Alternatives Are Important

I see kids working out problems through talking rather than fighting. The concepts of conflict resolution were totally new to them.

Bonnie Barfield
Division of Housing
Indianapolis, Indiana

It is sometimes hard for those who have not been directly involved in preventing violence to understand the extraordinary importance of alternatives. In many cases, the violent individual did not see any workable choice other than violence. Perhaps violent activity is a way to fill otherwise "empty" time. Perhaps there was no place to go to get away from violence.

Programs that offer alternatives—such as child care for beleaguered parents who might otherwise become abusive, constructive recreation for youth who are otherwise potential gang recruits, job training and opportunities for people who might otherwise resort to robbery—are necessary parts of the solution to violence. If no better alternative is visible or available, how can we expect people to take it?

A Question of Values

Violence prevention deals directly with people's values. Many of us have observed that religious values sometimes conflict. Compare the biblical "eye for an eye" and "turn the other cheek." Some violence prevention programs ask people to rethink and redefine what is important to them, how they see themselves and want others to see them, and what their personal behavioral limits are.

Whether or not people can spell them out, personal values are shaped by numerous influences over the years and are usually deeply ingrained. Not only is it a challenge to persuade people to adopt less violence-prone values; some people will resent your efforts to tinker with the values that they or others hold. Programs that try to dictate new values generally will be confronted with opposition. Programs that seek to help participants re-examine their own values and choose whether they will change those values are seen as less threatening, less offensive.

Violence and the Young

On a trip to St. Paul, two of our young children began getting into a fight. One of the other children reminded them about (the play) "OUCH!" and started saying, "Stop, two, three, breathe, two, three." The other children picked up on it and began saying it and the fight was over before it started.

Vicki Andrews
Child Protection Council
Grand Rapids, Minnesota

Whatever the reasons, the facts are clear: young people are disproportionately victims of violent crime and perpetrators of violent crime. They are victims of emotional, physical, and other forms of abuse by adults—all of which are forms of assault in the eyes of many. For these reasons and because working with youth holds the best hope for changing the long-term future, violence prevention programs frequently target youth. Gang prevention, drug abuse prevention, and other crime and juvenile delinquency prevention programs—not to mention such early childhood interventions as Head Start—have documented that the earlier children are reached with positive messages, support, and constructive alternatives, the greater the opportunity for positive results.

Violence prevention efforts have to develop partnerships with those institutions and people who reach and influence children and youth: parents, schools, peer groups (formal and informal), religious groups, and the like. The children's chief caregivers—usually the parents and the schools—must be convinced of the soundness of your intentions, the value to their children of your effort, your worthiness to be entrusted with the children, and your respect for them and their rules and expectations. It means forming partnerships with those who care for and about the children you are trying to reach. These partnerships, if understandings are clear and shared up front, lead to the most rewarding kinds of results.

Maybe Their Way Isn't the Same

Who will decide what's "violent"? You will. But look closely. We've been witnessing violence for so long we may not even recognize it as violence anymore. And that's the problem.

From the "Turn Off the Violence" Brochure
Minneapolis, Minnesota

Anthropologists have written for years about the cultural context of violence. The practical upshot is that different cultures define differently what acceptable behavior is. What is considered violent and wrong in one culture may be accepted, even encouraged, in another. Moreover, every culture sets a different standard and builds different values for behavior between two people. Examples abound. White is a color of mourning in some societies. Use of the left hand to eat food might be viewed as a mild physical difference in one culture; in another it might be seen as a vicious insult. Who is seen as responsible for causing or for preventing violence may vary depending on the culture.

This does not suggest that you ignore violence because it is culturally based. Instead, by drawing on your knowledge that culture drives certain behaviors, you'll recognize the need to work on changing community attitudes by dealing with cultural differences and concerns rather than just individual behaviors. This is just one of the many ways that understanding cultural perspectives on violence can enhance your program.

PROGRAM EXAMPLES

About These Programs

There are well over 5,000 local community crime prevention programs in this nation. Many of these address the prevention of violent crimes or the causes of violence. Which ones are the "best" depends upon conditions, problems, and needs in your community; upon the partners you can recruit and work with; upon the resources your group can bring to bear.

In selecting the programs profiled here, NCPC sought to provide a sample of sound activities in a variety of settings and in various parts of the country. Thousands of people are working in programs like these to prevent or reduce violence. We earnestly wish we could list many more of these programs here. NCPC is eager to learn of other violence prevention efforts and will be featuring many in the *Catalyst* newsletter and other publications. Please call or write to *NCPC: Information Services, 1700 K Street, NW, Second Floor, Washington, DC 20006-3817,* to be sure that we know about your program efforts.

The organizations that operate the profiled programs are, in almost every case, local government or community-based nonprofit groups. They have kindly agreed to offer you what help they can, but please understand that their resources, like yours, are limited. Please note that although the programs are accurately presented to the best of our knowledge, NCPC has not independently field-verified them; inclusion should not be construed as endorsement.

Program Goals Index

This list summarizes the key violence prevention goals of the programs we've profiled. Programs may have one or more goals. The page numbers refer to the programs using that idea.

- Educate children and young people about the consequences of violent behavior 32, 34, 46, 48, 52, 62, 66, 70
- Teach ways to resolve conflicts without violence 24, 40, 48, 50, 70
- Educate people about the direct connection between violence and the use of alcohol and other drugs 46, 52, 58, 64, 72
- Support shelters and counseling for battered women and counseling for battering men 20, 36
- Help community identify violence-related problems that reduce its quality of life and develop solutions 20, 24, 36, 42, 54, 58, 60, 68
- Foster understanding and cooperation between communities and law enforcement agencies to increase reporting of violent crimes 26, 44, 56, 60, 68
- Educate children and adults about handgun safety 34
- Educate at-risk groups, such as teens and the elderly, about crime prevention measures and involve them in prevention programs 30, 40, 44, 72
- Raise awareness of the entire community about the pervasiveness of violence in entertainment and the news media 46, 50
- Provide role models and recreational educational alternatives for youth at risk of gang involvement 32, 62, 66, 72
- Strengthen self-esteem among young people to reduce tendencies to use violence to bolster self-image 28, 32, 46, 58, 62, 72
- Teach young people, teachers, and parents about the signs and dangers of gang involvement 46, 52
- Raise public awareness of dramatic increases in reports of child abuse in recent years 38
- Raise awareness of crimes ranging from vandalism to assaults that are motivated by prejudice 22, 28
- Educate children about preventing physical and sexual abuse 38, 64

Alternatives to Violence

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SETTING

More than one million women appear each year in emergency rooms across the country with injuries related to domestic violence. The need for a comprehensive program to combat such abuse resulted in the development of Alternatives to Violence in 1979. Originally part of a shelter program for women, Alternatives to Violence quickly grew into a broad-based counseling program for individuals, couples, and families. It was one of the first programs in the country to work with men who batter their wives.

FOCUS

Alternatives to Violence's primary goal is enabling individuals, couples, and families to analyze and alter the balance of power in their relationships in order to prevent battering. The program also aims to educate the community and students about domestic violence and dating violence to help prevent abuse in the first place. Alternatives to Violence emphasizes that men and women are equal partners. Counseling shows individuals, couples, and families how to create positive choices that ultimately eliminate physical violence.

STRATEGIES

Alternatives to Violence provides immediate individual and group counseling for men, women, and couples involved in a physically or emotionally abusive relationship. The program recommends that each person receive individual counseling prior to joint counseling. Training programs and presentations for police departments, probation departments, shelters for battered women, hospitals, mental health agencies, churches, men's and women's groups, service clubs, and junior and senior high schools help with education. Presentations tailored to the needs of the individual group cover such topics as the problem of domestic violence, dating violence, batterers, the effects of abuse on children, legal concerns, therapeutic issues, and anger management. Alternatives to Violence also refers clients to

To others they look like a normal, happy family. But what goes on behind closed doors is shocking. People you know, patients you see . . . living the nightmare!

From the "Witness to Violence" Brochure

other resources in the community such as alcohol or drug abuse treatment, self-defense programs, volunteer work, mother or parent groups, churches, and exercise programs to relieve stress.

SIGNS OF SUCCESS

The program's greatest success lies in raising the consciousness levels of participants. Counselors have seen a noticeable change in participants' self-confidence and attitudes. The program has also been featured on various television shows such as "Two on the Town," "The Silent Crime," "Generations of Violence," and "Cable Health World Report."

COMMUNITY PARTNERS

Although Alternatives to Violence does not have formal partners, it works informally with probation departments and the courts on domestic violence cases. The program also networks with local battered women's shelters and domestic violence programs, and supports the Battered Women's Movement.

FUNDING

The Program earns operating funds through fees for consulting, speaking engagements, and clients. Its fees are arranged on a sliding scale. Services are available only in Long Beach and Santa Monica. Alternatives Counseling Associates, a private practice, does not want to compete with local shelters for limited state and federal funds.

CHALLENGES

It is sometimes difficult to convince police and the courts that there is a need for the Alternatives to Violence program. Women who call the police with complaints about abuse say that officers do not respond. Courts are not supportive of people who need counseling for extended periods beyond what the court has allotted. The system is improving, but not fast enough. Another problem is collecting payment from clients for services.

Hands Across the Campus

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SETTING

Concerned over growing numbers of racially and religiously motivated acts of vandalism and violence, the Western Regional Director of the American Jewish Committee and the Superintendent and the Assistant Superintendent of the Los Angeles Unified School District met in 1981 to look for solutions. Teachers, students, and staff of the school district were brought together and developed the Hands Across the Campus (HAC) program. Five senior high schools piloted the program in 1981. These schools represented a range of ethnic and cultural groups: white, Hispanic, black, Asian, and American Indian. The program has grown to include eleven schools.

FOCUS

HAC seeks to improve inter-group relations in one of the most culturally diverse districts in the country. The program's objective is to educate students in grades 10 through 12 to appreciate and understand other cultures and to live and work harmoniously in a culturally diverse society.

STRATEGIES

The program begins with a weekend retreat for students, teachers, and administrators, to develop individual activities for each school. To create a climate that promotes cross-cultural awareness, schools undertake a variety of activities, including symposia, weekend retreats, crews to clean up graffiti on school grounds, international fairs, and essay, speech, and poster contests with human relation themes. In addition, HAC created an elective Social Studies course, "Humanities Approach to Culture," which helps students develop communication and critical thinking skills and relate course objectives to real-life situations. In-service training is provided for all those teaching the course for the first time. Teachers and students alike have found the course to be an extremely rewarding experience.

SIGNS OF SUCCESS

As part of the program, the Twelfth Night Repertory Company produced "Name That Label," a television program. The program's effective use of humor to communicate the dangers of stereotyping was recognized with an Emmy Award. In 1986, a group representing the Los Angeles Chamber of Commerce, Los Angeles City Department of Community Development, Los Angeles County Commission on Human Relations, United Way, and University of Southern California's School of Social Work recognized HAC as "an outstanding example of what's working in the world." In 1987, teachers using the curriculum received the Human Relations Commission's award for "outstanding service to the people of Los Angeles in the advancement of human relations." Other school districts around the country have adopted the program, including Florida's Dade County Public Schools.

COMMUNITY PARTNERS

The size of Los Angeles Unified School District (708 miles) has created a variety of school partnerships. The program expanded from its original five participants to eleven schools in 1989. The program schools included Eagle Rock, El Camino Real, Fairfax, Gardena, Grant, Jefferson, Marshall, Manual Arts, San Pedro, Sylmar, and Westchester.

FUNDING

The American Jewish Committee, an organization dedicated to reducing prejudice, provided the funding for the development and initial implementation of the Hands Across the Campus Program. The District subsequently assumed the responsibility for support and maintenance of the program.

CHALLENGES

HAC's biggest problem is regaining funding for the program. The program lost its funding at the end of 1991 because of budget cuts. The American Jewish Committee had provided seed money with the goal of institutionalizing the program in the Los Angeles United School District. A lack of stability among administrators and teachers who have received in-service training has sometimes hurt the program's continuity, but teachers and administrators involved in the Hands Across the Campus Program continue to promote it.

Hands Across the Campus so obviously and honestly addresses the need of the next century's adults. Positive ethnic identity becomes most valuable when it is equalized by cross-cultural awareness and respect. The class is not bound to a text, yet it allows students to fill in the spaces and read between the lines of all our histories. Students have an opportunity to study the roots of racism . . . evaluate their society's values and morals, . . . and appraise their options as agents of change. No other course has motivated my students more!

Eleanor Jean Thomas, Teacher
Jefferson High School
Los Angeles, California

Community Board Program

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SETTING

Community Board's neighborhood conciliation program has its roots in community activism. After a year of planning and discussions with residents, Community Board trained its first 20 mediators in 1977. Today, 300 volunteer mediators work out of 83 donated sites in neighborhoods throughout the city. In addition, the organization has successfully applied conflict resolution training techniques to schools, local government agencies, juvenile corrections facilities, and public housing communities.

FOCUS

Community Board believes that the neighborhood is the place where responsibility for resolving conflict should first rest, where the most preventive work can be done, and where meaningful lessons about conflict's effect on friends, neighbors, and community can best be learned. Many disputes are tolerated—and tensions continue to escalate—because people see no effective and available way to solve them.

STRATEGIES

Half the requests for mediation come directly from parties involved in disputes. Other cases are referred by small claims court, the police, the juvenile probation department, or other city agencies. Community Board staff contact everyone involved in the conflict, and if all parties are willing, the dispute is brought before a panel of three or four volunteer mediators. Nine out of ten hearings end in a written agreement and in most cases that agreement holds up. The agreement tends to be brief; the work that precedes it is critical; it gives parties an opportunity to talk the issues over and accept responsibility in a non-threatening situation. Community Board recruits volunteer mediators through community newspapers, word-of-mouth, and other outreach efforts. Volunteers need only be 15 years or older, live in San Francisco, complete 30 hours of training, and serve for one year. The organization tries to maintain a

volunteer pool that reflects the cultural diversity of San Francisco. Yearly self-assessments examine how well services are meeting individual neighborhoods' needs. Board deals with a variety of disputes: threats, vandalism, arguments over noise and parking, landlord-tenant complaints. Cases involving threats of violence, including hate violence and gang conflicts, are increasing.

SIGNS OF SUCCESS

Requests for conciliation services have grown steadily, reaching 1,200 in 1991. Referrals from police and probation departments have increased. Results in many cases—such as an older man threatening to shoot neighborhood kids if they didn't stop banging on his wall, three boys who vandalized a school, and escalating conflicts between Filipino and African American high school students—show that conciliation prevents violence and repair community rifts. Community Board has expanded its services to schools and other city agencies. It is working with three counties in the Bay area to implement peer mediation in juvenile correctional facilities. Working with the Department of Social Services, Community Board will mediate between child protection workers and families.

The great thing about community mediation is that it demonstrates what people can do for themselves. Volunteer mediators serve the community, neighbors are helped to solve their own problems, and communities become safer and stronger. Mediation deals broadly with issues and people, not just a narrow incident.

Terry Amsler
Executive Director
Community Board Program
San Francisco, California

COMMUNITY PARTNERS

In addition to juvenile probation departments and the police, Community Board works with schools, the city's Departments of Public Health and Social Services, the Mayor's Office, and the California Office of Criminal Justice Planning.

FUNDING

One-third of Community Board's support comes from private donors and foundations, one-third from state or local government, and one-third from fee-for-service training and the sale of training manuals, curricula, and other materials.

CHALLENGES

According to Executive Director Terry Amsler, Community Board would like to see direct referrals increase. This requires a city-wide education effort to raise residents' awareness of the effectiveness of mediation. He also believes that improved relations between nonprofit organizations and the public sector would benefit both. As the courts become more interested in mediation, the possibility exists that they will turn to others in the legal profession instead of to the community. In the years ahead, courts must decide how they will interact with communities.

Citizen Police Academy

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SETTING

Increases in crime and gang activity, coupled with tight budgets, led the police department in Lakewood, Colorado, to look for innovative ways to promote citizen—law enforcement cooperation. Lakewood is a Denver suburb with a population of 130,000. Using a program from Phoenix as a model, the department started the Citizen Police Academy in 1989.

FOCUS

Lakewoods Citizen Police Academy brings police and citizens together in three-hour sessions one night a week for nine weeks. Graduates of the program and members of the police department nominate residents for the course.The program tries to help citizens understand how police officers make decisions—including the underlying reasons and the stresses involved. The Lakewood Police believe that it is important for course participants to understand that increasing the number of officers isn't the solution to crime. Rather, a major part of the solution is to increase the number of people in the community who work positively with the police.

STRATEGIES

The Lakewood Police Department assigned officers to the program; they developed the curriculum, which includes lectures on basic law, patrol procedures, narcotics, and officer survival. The Academy limits a class to 15 persons, knowing that personal interaction between the officer and the citizen is vital to success. Citizens listen to 911 calls and comment on the steps taken by responding officers. The Academy also gives hands-on training in firearm use, arrest procedure, and building searches. Mock crime scenes—complete with evidence collection, shooting aftermath, and domestic disturbances—help citizens understand the trauma of crime and its impact on victims. Participants are asked to role-play a police officer being interviewed by the media about a crime scene. The "officer" must react

quickly—remembering at the same time that some information is confidential. These activities help citizens understand and appreciate the difficult job officers face every day as well as the need for citizen cooperation. At a graduation ceremony, the Chief presents graduates with certificates, and an official Lakewood Police Department pen set. This recognition strengthens the spirit of partnership.

SIGNS OF SUCCESS

Educating citizens has resulted in support for the Lakewood Police Department. When the department does come under scrutiny—usually due to media coverage—informed community leaders stand side by side with the police. Volunteers help the police with routine office tasks such as data entry and answering phones. Recently, Citizen Academy graduates were recruited to help search for vital evidence when a young boy was murdered. The concept of the Citizen Police Academy was expanded in 1991 to include young people. High school principals nominated youth from the four area schools to attend the Youth Academy. Parents reported positive changes in their children's attitudes toward police. Both academies have fostered a better understanding between police and citizens.

Life holds a few chosen experiences that, if one opens to these experiences, the course of that life is changed forever. This training is one of those experiences for me. I am a different person inside and out because of the training and the people who have touched me in the last nine weeks. I no longer look at life in an ordinary way. I also hold the deepest respect for the people who risk their lives and dedicate their lives for what they believe in. Thank you to all of you—you have stimulated my mind, challenged my ability, and deeply touched my soul.

Citizen Police Academy Participant
Lakewood, Colorado

COMMUNITY PARTNERS

The Lakewood Police Department works closely with city council members, neighborhood leaders, active retired persons in the community, and businesses.

FUNDING

Currently the program is funded by the Lakewood Police Department. The department provides officers to teach the course. Attempts to raise funds through grants have been unsuccessful to date.

CHALLENGES

The department conducts two Citizen Police Academies a year at an estimated cost of $2,000 to $2,500 per session. The demand far exceeds the supply. The challenge is to conduct more programs per year to meet the demand. Residents were initially skeptical about the Academy, thinking the program would be superficial and selective. But experience disproved this fear. In the three years of the program's existence every participant has completed it successfully.

A World of Difference

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SETTING

There are currently 29 A World of Difference (AWOD) programs in cities across the nation. The program was adopted by the Washington, DC regional office of the Anti-Defamation League (ADL) in January 1991. The U.S. population is rapidly becoming more ethnically and racially diverse. By the year 2000, minorities will form the majority in 50 American cities. This spurred the ADL in Boston to create A World of Difference, an educational program to combat racial, ethnic, and religious prejudice. AWOD promotes understanding among different groups, and helps people of all ages understand the consequences of prejudice.

FOCUS

AWOD seeks to create a climate of respect and appreciation for diversity, by recognizing and celebrating differences among people. Program goals include stimulating critical thinking and discussion about prejudice and discrimination; encouraging the study of race, religion, culture, and ethnicity; and communicating the consequences of prejudice.

STRATEGIES

"A World of Difference" combines specially produced television programming, teacher training, curriculum materials, newspaper materials, and private sector support to help children and adults explore issues of diversity. WUSA-TV partners with the program in Washington, DC. The station provides prime-time hour and half-hour specials, news coverage, editorial support, children's programs and public service announcements. The local program in Washington produces a Teacher/Study Guide to supplement the national guide. A video "vignette" helps teens and adults become aware of stereotyping, prejudice, and discrimination. The education component of the program is designed to become a permanent asset for the community. The project has received endorsements from Maryland's and Virginia's Governors and Departments of Education, as well as from leaders of the District of Columbia.

A World of Difference makes a difference. I have personally seen the program in action and, in fact, have had involvement with training of teachers at my school. The program has made significant inroads into the awareness of our teachers who, in turn, have transmitted it to our students.

The beauty of the program is that it is so positive. It emphasizes the acceptance of cultural differences. And it does it without excluding anyone. Its message is subtle, yet powerful.

Frank H. Stetson
Principal
DuVal High School
Lanham, Maryland

SIGNS OF SUCCESS

AWOD has won eight major media awards and the National Education Association Award for Advancement in Learning. AWOD has reached the top 26 media markets in the country, with local campaigns customized to the needs of each community. The media commitment in Washington, DC runs for a minimum of 12 months and covers 22 counties in nearby Virginia and Maryland, as well as the District of Columbia.

COMMUNITY PARTNERS

Leading racial, religious, and ethnic leaders work closely with AWOD to insure wide dissemination. Some area organizations working with AWOD include: Human Rights Commissions in Fairfax County, Alexandria, and Arlington County, Virginia, District of Columbia, Montgomery County and Prince George's County, Maryland; the Washington's Urban League; the Interfaith Conference of Greater Washington; the National Conference of Christians and Jews; and the Gay and Lesbian Activist Alliance.

FUNDING

The program initially was funded by the Milken Family Foundation. As the program grew, support expanded to include the Oscar and Lillian Stempler Foundation, the Suevia and Rudolph B. Behrend Foundation, and other local foundations. Currently AWOD is converting to a fee-for-service organization, to cover the costs of trainers and materials.

CHALLENGES

A World of Difference hasn't encountered operational problems. Teachers need and want the materials to help educate young people. The program has received strong support from educational and political representatives, who are convinced of its value.

Together for a Safe Campus

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SETTING

The murders of five students—four women and one man—in their off-campus apartments between August 26 and 28, 1990, sent the University of Florida (UF) into a state of shock and panic. Administrators looked for a way to help the campus community (2,000 acres and 34,500 students) pull together and rebound from the tragedy. The University Police Department's Crime Prevention Unit suggested the "Together For A Safe Campus" slogan which it had recently adopted as a theme for its educational program.

FOCUS

In addition to dealing with fear generated by the murders, the program wanted to raise awareness of crime prevention measures, and equally important, to get students to take appropriate precautions for their personal safety. The Crime Prevention Unit also sought to counter the typical student "it can't happen to me" attitude.

STRATEGIES

UF based its Together for a Safe Campus campaign on the National Crime Prevention Council's "Together for a Safe Campus" kit for universities and colleges, but designed a special logo using the university's mascot, the alligator, which was used on banners, brochures, and other materials. The campaign increased awareness of programs already in place: emergency telephone network, escort service, rape prevention and personal safety training, orientation sessions for new students, and crime prevention demonstrations. Because two-thirds of the students live off campus, the student government spearheaded a "Think Smart: Together for a Safe Community" campaign in off-campus housing. The Gainesville Apartment Association paid for colorful "Think Smart" posters that were displayed in laundry rooms, at mail boxes, and in other common areas as the students arrived in August. A brochure complemented the posters and offered a comprehensive do-it-yourself security checklist.

The Crime Prevention Unit was already highly visible and had programs in place, so it was automatic for people to come to us for help. University police should look at their crime prevention efforts and their role in the campus community, and ask themselves if they have what is needed in a crisis.

Angie Tipton
Public Information Officer
University of Florida Police
Gainesville, Florida

SIGNS OF SUCCESS

Students made dramatic changes in their behavior in the months following the murders and the "Together for a Safe Campus" campaign. The campus escort service increased from an average of 50 escorts per night to over 200 during the first weeks. Student stopped jogging alone at night and were more careful about securing residences. Violent crime on campus plunged 26% from August through December 1990. Memories of the murders have faded, but the campaign's momentum has not been lost. In fall 1991, the crime prevention unit could barely keep up with the demand for presentations. The incidence of violent crime has stabilized, although theft remains a major problem.

COMMUNITY PARTNERS

The Alachua County Sheriff's Department and the Gainesville Police Department work closely with the University of Florida Police. Also, all sectors of the university, from the administration to the student government, supported the campaign.

FUNDING

The campaign cost was covered by the regular budget of the University Police, which has 72 police officers—five of whom are assigned full time to crime prevention.

CHALLENGES

Sustaining momentum can be difficult, especially because college students face many conflicting demands and priorities. The influx of new students every semester complicates the prevention education task.

Youth Intervention Program

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SETTING

The Jacksonville Sheriff's Office started the Youth Intervention Program (Y.I.P.), in October 1990, targeting males 12 to 18 years of age living in low-income areas and already involved in gangs. Officers met with students informally several times a week after school to talk about the kids' view of problems—teens felt they could walk only on certain streets, speak to certain people, and wear certain color clothing—and come up with solutions. The pilot program grew as more young people learned of the program.

FOCUS

At its start, the program emphasized juvenile black-on-black crime, much of which seemed to result from involvement in the drug trade. Officers intervened in the lives of youths already involved in gangs. As time passed, the program was able to shift to prevention; officers now try to strengthen youths' self-esteem and their awareness of the consequences of violent and other criminal actions.

STRATEGIES

Officers work one-on-one or with a group of young people. As mentors and role models, the officers offer informal guidance on such subjects as preventing alcohol and drug abuse, youth violence, and criminal acts. Providing factual information on economic and social consequences of teen parenthood and of sexually transmitted diseases helps these youth make better decisions about these issues. The program addresses job needs by providing vocational training; several community partners employ the youth. Future plans include incorporating successful business people as role models. Y.I.P. hopes to expand its services to provide at-risk teen females with information on preventing pregnancy and to act as a helping resource.

I got involved in the Youth Intervention Program because I noticed that the kids were looking up to me, and were counting on me to help them solve their problems. I also notice the lack of parent participation in their lives, and as a female officer, mother, daughter, and sister I knew that if I didn't help now, the kids might be lost forever.

Sherri Smith
Police Officer
Jacksonville, Florida

SIGNS OF SUCCESS

The program has generated positive relationships between law enforcement and youth. Teens who once steered clear of police now approach officers with their problems; they are interested in knowing what the police do. Youth used to run when the police entered their neighborhoods; now they talk with officers about neighborhood problems and share their successes in school. Fighting between rival groups has been minimized. The police-student sessions brought rival gang members together, and the youths discovered that the "enemy" shares their goals, objectives, and problems.

COMMUNITY PARTNERS

Several local businesses help with job placement including Rally's, Burger King, McDonald's, Kentucky Fried Chicken, and Krystal's. A local firm, the Feed and Seed Company, conducted mock interviews that resulted in several jobs for the youth.

FUNDING

The Youth Intervention Program is funded by the Jacksonville Sheriff's Office, which also provides officers to work with the youth.

CHALLENGES

Y.I.P. initially had difficulty in developing trust among the participating youth. The police dressed in civilian clothes in order to break down stereotypes. Gradually the teens began to see the police officers as human beings and talked to them. While the young people began to accept the police officers, parents and community leaders remained apprehensive. Adult acceptance of the program grew as they realized the police were trying to prevent incarceration, not arrest the young people.

Gun Safety Awareness Program

Safety and Driver Education
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SETTING

Dade County contains the fourth largest school district in the United States. During the 1987-88 school year, 137 handgun incidents were reported in Dade County Public Schools, including one fatality. The Gun Safety Program, a district-wide effort, began in November 1988. In addition to the comprehensive curriculum, the school board declares a week in November as "Gun Safety Awareness Week."

FOCUS

The Gun Safety Awareness Program targets K-12 students and their parents, examining causes of handgun violence in the community and educating youth and parents on how to prevent gun-related violence. Educating parents who keep guns in their homes can help prevent violence in schools. A study by the Florida School Board Association found that 86% of the guns brought to school by students came from home.

STRATEGIES

All schools receive the curriculum guide, "Kids and Guns: A Deadly Equation." Middle and senior high schools receive a 17-minute video, "Guns and Teens . . . A Deadly Combination." During Gun Safety Awareness Week, poster contests spur youth participation. The program has also produced three teacher training tapes. Teachers emphasize the importance of handgun safety awareness. The curriculum is supplemented by area Youth Crime Watches, school resource officers, and police officers. Training workshops for parents on handgun safety awareness have been conducted in each school by Parent Education Department staff. Local educational television stations promote the program during Gun Safety Awareness Week by airing the video, "Guns and Teens . . . A Deadly Combination."

Did you know that 58 students of school age have died from gunshot wounds in Dade County during the past year? In addition, an even greater number have suffered injuries from gunshots . . . injuries that will keep them from achieving their goals in life.

Octavio J. Visiedo
Superintendent of Schools
Dade County, Florida

SIGNS OF SUCCESS

Awareness levels among youth and parents about the need to prevent handgun violence have increased in Dade County as a result of the program. The Gun Safety Awareness Program has received requests from organizations and schools around the country for its materials.

COMMUNITY PARTNERS

In addition to ongoing school efforts, handgun safety awareness activities include a close working relationship with the Metro Dade County Police Department, the Center to Prevent Handgun Violence (Washington, DC), Dade County Youth Crime Watch, the media, and civic organizations.

FUNDING

The Center to Prevent Handgun Violence, the Dade County School Board, and Youth Crime Watch (YCW) provide funds for the program. Police departments, YCW, and other local agencies provide speakers.

CHALLENGES

The Dade County School Board and administrative staff remain greatly concerned about injuries and fatalities caused by handguns, often in the hands of school-age children. The program has had some difficulty in obtaining funds, but continues its efforts to educate parents, teens, and children about the dangers posed by improper use of handguns.

Domestic Violence Program

Mujeres Latinas en Acción
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SETTING

The lack of information and resources available to Latino women led to the formation of Mujeres Latinas en Acción (Latin Women in Action) almost 20 years ago. After receiving numerous requests from abused women for information and assistance on domestic violence issues, Mujeres Latinas created the Domestic Violence Program in 1978. Mujeres Latinas responds to the needs of battered women throughout Chicago and surrounding areas. Ninety-eight percent of the women in the program have incomes below the poverty level.

FOCUS

Many Latino women, like other women, believe that beatings and other abuse by their male partners are normal parts of daily life. A major goal of the program is to raise awareness that domestic violence is a crime and should not be tolerated.

STRATEGIES

The Domestic Violence Program provides women with immediate individual and group counselling starting with crisis counseling by telephone or at the office. Women often need assistance in admitting to themselves that they are victims of violence before they can accept more direct help. The program helps women learn how to be assertive, which increases their self-esteem. The program also provides counselors to assist in court proceedings concerning neglect, child abuse, and Orders of Protection. Mujeres Latinas has also advocated changes in child support procedures in battering situations. Abused spouses can now receive child support in considerably less than the three months which processing of such cases usually takes. Mujeres Latinas also provides information and referrals to emergency shelters and other supportive services in the community.

I believe that all Latinas have a right to violence-free lives.

Bertha Hinojosa
Mujeres Latinas en Acción
Chicago, Illinois

SIGNS OF SUCCESS

The Domestic Violence Program reaches an average of 40 new women monthly. Many women who have been helped by the program volunteer to talk on radio or television, or at meetings on domestic violence to reach other victims. The program has also helped increase awareness of the Latino community's needs. For example, the Chicago Police Department has agreed to provide bi-lingual operators to answer 911 calls.

COMMUNITY PARTNERS

Numerous cooperative partnerships are maintained between Mujeres Latinas en Acción's various programs, including domestic violence, and other organizations. For example, local churches, shelters, and schools work with Mujeres Latinas en Acción to support women who have been victims of spousal abuse.

FUNDING

Mujeres Latinas en Acción, a not-for-profit organization, is funded by a variety of federal, state, local, and private sources. The Domestic Violence Program is funded by the Illinois Coalition Against Domestic Violence, the Illinois Attorney General, the Chicago Department of Human Services, and private donors such as the McCormick and the Sara Lee Foundations.

CHALLENGES

The few private programs that exist for monolingual Spanish-speaking men who batter are priced beyond the budgets of low-income men. Free counseling and support groups conducted for men in Spanish are needed. Also, there are considerable economic and cultural barriers for Latinas who leave emergency shelters to establish separate households, particularly if they have children. Second-stage housing (affordable housing with supportive services) needs to be made available.

The Spider-Man® Child Abuse Prevention Program

National Committee to Prevent Child Abuse
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Public Awareness and Information
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SETTING

In 1984, the National Committee for Prevention of Child Abuse (NCPCA) and Marvel Comics formed a partnership to develop a successful child abuse prevention program. A series of comic books was created to educate youth about preventing sexual, emotional, and physical abuse. Spider-Man makes personal appearances at which he and a child abuse prevention professional talk to kids to reinforce the messages presented in the comic book series. Although National Child Abuse Prevention Month is observed in April, the program can be conducted anywhere and during any month in the United States or abroad.

FOCUS

NCPCA targets children, parents, and teachers in order to address the problem of child abuse effectively. The Spider-Man Child Abuse Prevention Program provides children with strategies for self-protection in abusive situations. The program emphasizes that children must be made aware that other kids are also victims of abuse and that help is available.

STRATEGIES

NCPCA adopted the comic book approach because children enjoy reading comics, and they are effective educational tools. The Amazing Spider-Man became the featured superhero because of his popularity among children. Spider-Man visits a school, mall, or other public establishment, accompanied by a trained child abuse prevention professional. Spider-Man begins the presentation by greeting the children in an upbeat manner. Then he explains how important it is to discuss child abuse so that children can get help for themselves or for their family and friends. Spider-Man earns children's trust by confiding that he was abused as a child. He then asks them to pay close attention to the other speaker who provides more detailed information on child abuse.

Did anyone ever say to you, "Sticks and stones may break my bones, but words will never hurt me?" If so, maybe you know it's not true. Words can hurt as hard as a fist, particularly when words come from someone you know and trust. As Spider-Man says, "You are not powerless. You can help yourself, and you can help others."

Anne H. Cohn, D.P.H.
Executive Director
National Committee for Prevention of Child Abuse
Chicago, Illinois

SIGNS OF SUCCESS

Convincing an abused youth to tell someone about his or her abuse is a major accomplishment. The Spider-Man comics and appearances have proven to be a highly visible, extremely effective vehicle. For example, the Ohio Child Abuse Prevention Month Tour was the largest annual event of its kind in 1989. Spider-Man made presentations in 30 cities at 56 different locations to more than 20,000 children from 71 schools. Dozens of children came forward to ask for help as a result of Spider-Man's presentations.

COMMUNITY PARTNERS

The Spider-Man Child Abuse Prevention Program is a nationally recognized program. NCPCA and Marvel Comics Group work with local businesses (hotels, rental car agencies, restaurants, and others) who donate facilities and money to help bring the $600 presentation to their community.

FUNDING

The comic book series has received financial support from diverse sources, including the federal government, private donors, corporations, and foundations.

CHALLENGES

One of the biggest problems for the Spider-Man program is breaking the cycle of abuse. Although the program reaches many youth, NCPCA strives to reach an even great number of individuals and families to educate them about the consequences of sexual, emotional, and physical abuse.

Clearstream Gardens Youth Crime Prevention Program

Bonnie Barfield
Division of Housing
410 N. Meridian
Indianapolis, IN 46203
317-634-2361

SETTING

Clearstream Gardens had the highest number of police calls of any public housing development in Indianapolis. Its Youth Council, an ongoing program for young people in public housing funded by the city, applied for and won a grant from Youth As Resources (YAR) for a one-year crime prevention program to address drug dealing and other crimes that daily endangered the lives of all residents.

FOCUS

Youth Council members originally wanted to form a youth patrol and were linked with the community's Crime Watch program. The Crime Watch representative convinced the young people that a patrol could be very dangerous for them, and the concept changed from a patrol to one of "always being on duty, always looking for crime." The youth also wanted conflict resolution training to help resolve disputes on playgrounds and in school without fighting.

STRATEGIES

The program involved about 30 children, ranging in age from eight to 13. Crime Watch trained them and 15 adult volunteers in observing and reporting crime to the police. The young people reported to an adult, who kept a log and relayed information to the police. Equally important, the young people and some adults received training in conflict resolution.

I see kids working out problems through talking rather than fighting. The concepts of conflict resolution were totally new to them. They had no experience with stopping and looking at a problem, rather than letting it escalate into a fight.

Bonnie Barfield
Division of Housing
Indianapolis, Indiana

SIGNS OF SUCCESS

Bonnie Barfield, the Division of Housing staff member who works with Youth Councils, sees a heightened awareness among the young people about ways to deal better with potential or actual violence. On a Youth Council outing, she watched a teen who had been trained in conflict resolution successfully mediate a dispute between two youths who had not been in the program.

COMMUNITY PARTNERS

The Youth Crime Prevention Program was funded by YAR (originally designed and administered by NCPC), a locally funded program that supports youth-led community improvement projects.

FUNDING

A one-time $500 grant from YAR.

CHALLENGES

Adult participation was the biggest problem. The young people were more responsible than the adults: they reported crime, but the adults often failed to keep logs and report to the police. According to Barfield, more training and more personal contact could probably remedy this situation. The highly transient nature of the public housing population was another challenge. Says Barfield, "The kids we started out with were not the ones we ended up with."

The Violent Years: Children As Victims

Mental Health Association of Montgomery County
Janice E. Stanton
Director of Public Relations
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Rockville, MD 20851
301-424-0656

SETTING

Montgomery County, Maryland (in the metropolitan Washington, DC area) is often cited as one of the most affluent suburbs in the nation. Yet the County Police investigated 1,400 cases of child abuse in 1990 and foresaw increases of 18 to 20% yearly. In 1989-90, county public schools recorded 1,021 suspensions for attacks against other students. Increasing violence that seemed to affect every group, every age, and every part of the community spurred the Mental Health Association of Montgomery County (MHAMC) to organize an anti-violence conference. In trying to determine the conference's focus, the Education Committee of MHAMC discovered that local governmental agencies that serve children felt frustrated in their efforts to care for these victims.

FOCUS

Violence against children and youth—in the family, the community, and the schools—was selected as the theme. The MHAMC viewed the conference as an opportunity to gather people from different agencies and disciplines to explore what was happening in the county regarding violence trends and prevention programs.

STRATEGIES

Planning for the October 24, 1991 conference began in July. The agenda explored the extent and the causes of violence against children and youth. A panel from county agencies —schools, law enforcement, child welfare and mental health services—discussed what was being done in the county. Research on the prevention of youth violence was presented, and two successful programs used in other communities were profiled. The conference ran from 8:30 a.m. to 12:30 p.m.; participants paid a $7 registration fee. The MHAMC designed and printed 3,000 brochures advertising the conference, which were distributed through co-sponsoring agencies. More than 80 people attended the conference, including mental health providers, police officers, school counselors, juvenile justice system staff, and representatives of private youth-serving agencies.

When designing the conference brochure, I started to clip headlines from local papers about violence against children. For the first time in my career, the subject of a project I was working on depressed me. The problems seemed so overwhelming—I couldn't believe the things people were doing to children.

Janice Stanton
MHAMC Public Relations Director
Rockville, Maryland

SIGNS OF SUCCESS

Attendees were adamant that better coordination among agencies serving children was needed, and a task force was formed to address this problem. A participant mentioned that, despite the fact that the juvenile court was overwhelmed by cases, one of its two judges was retiring and was not being replaced. The conference attendees wrote a petition on the spot urging a replacement, and all signed it. The petition, sent to the juvenile court, was probably an important factor in the decision to replace the retiring judge.

COMMUNITY PARTNERS

Co-sponsors of the conference were the following county agencies: Addiction, Victim, and Mental Health Services; Department of Family Resources; Department of Police Youth Division; Public Schools; and Department of Social Services. MHAMC itself is a private, nonprofit, United Way organization.

FUNDING

Conference costs were covered by the $7 fee. There was no money to pay speakers, so the MHAMC used local speakers who donated their time. The MHAMC designed and printed the brochure in-house, which helped cut costs.

CHALLENGES

The biggest problem was deciding the conference focus within the general issue of violence—whether to emphasize violence against women or children, or street violence, or another manifestation of violence in the community.

This conference led to the creation of Voices vs. Violence, a countywide coalition.

Senior Crime and Violence Prevention Project

Neighborhood Justice Network
Marisa E. Jones, Executive Director
76 Summer Street
Boston, MA 02110
617-423-1262

SETTING

A community watch's concern over its failure to involve an older couple in its group—and then seeing them become crime victims—spurred the Neighborhood Justice Network (NJN) to develop the Senior Alert workshop in 1988. Over 200 senior citizens attended the day-long event held at the Jewish Memorial Hospital. The hospital promoted the idea to city agencies, and the Massachusetts Department of Health asked the NJN to collaborate. The result was the Senior Crime and Violence Prevention program which serves the Roxbury, Dorchester, and Mattapan communities within Boston.

FOCUS

NJN, a nonprofit agency with ten years' experience in crime prevention and crime prevention organizing, works with seniors in high crime areas. The Senior Crime and Violence Prevention Project addresses the attitude prevalent among a number of older Americans that "We pay taxes; crime is the job of the police." It promotes non-threatening prevention strategies and organizes older citizens around quality of life issues to get them involved in the community and to encourage cooperation with the police.

STRATEGIES

NJN hired James Kyle, who had been active in community affairs, as project coordinator. Kyle goes to senior meal sites, churches, senior centers, and senior apartment complexes to talk about crime prevention and urge older citizens to form neighborhood watch groups. Their fear of crime is based on reality; Kyle says that out of every group of 15 to 20 people, at least two or three have been mugged —many more than once. Special materials produced for the Senior Crime and Violence Prevention Project include a brochure, "Want to Live in a Safer Neighborhood?," and "green sheets" that explain tactics like neighborhood watch logs, window watches, telephone trees, and neighborhood patrols. The program also acts as liaison between seniors

I look at seniors as a real, untapped resource in the community, and I'm happy to work with that resource to improve the quality of life for the elderly.

James Kyle
Project Coordinator
Boston, Massachusetts

and city agencies. The Senior Alert workshop is held once a year, attracting 125 to 150 people. An annual Senior Night highlights seniors' achievements in crime prevention, as well as community programs that serve the elderly population. Two new initiatives are a program for Hispanic seniors and an intergenerational project.

SIGNS OF SUCCESS

NJN estimates that the Project reaches about 400 senior citizens a year. Seniors have helped police apprehend muggers and burglars through their Neighborhood Watch groups and the use of non-confrontational tactics such as blowing whistles. Seniors, with NJN's help, have persuaded housing management to improve locks, lighting, and overall security. Kyle helped one group challenge the city government to return funds and property confiscated in drug arrests to the community, as mandated. Thanks to the its efforts, such funds will be used to establish a drug treatment center for youth.

COMMUNITY PARTNERS

The Jewish Memorial Hospital provides meals and a space for meetings. The Council of Elders, the biggest minority senior facility in Boston, also provides meeting space. Other resources include the Police Department, the Department of Public Health, and the Commission on Affairs of the Elderly.

FUNDING

Now in its third year, the project is funded by a grant from the Boston, Massachusetts Commission on Affairs of the Elderly.

CHALLENGES

The greatest problem is transportation, particularly for night meetings and for persons who do not live in senior developments.

Gang/Drug Prevention Program

Ulric Johnson
Program Director
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Mattapan, MA 02126
617-534-2000 Ext. 439

SETTING

In response to community concern, the City of Boston Department of Health and Hospitals adopted a goal to reduce violence in inner-city communities, initially targeting seven community schools with drug prevention curricula. The next step was gang prevention. The Gang/Drug Prevention Program (GDP) began in 1989. The program targets inner-city youths—particularly African Americans, Hispanics, Asians, and Native Americans—who are likely to be pressured into joining gangs.

FOCUS

The city-run agency provides realistic gang and drug prevention information to youth, parents, teachers, and residents in an attempt to change misconceptions presented by the media and "gangs."

STRATEGIES

GDP explains the warning signs of gang membership to community, school, parent, and support groups throughout the city using lectures, videos, and hand-outs. In GDP's definition, "gangs" have the following characteristics: a name and identifiable marks or symbols, a territory or turf, association on a regular basis, and involvement in criminal or anti-social activities. Wearing specific colors, clothes, or excessive amounts of jewelry, and carrying weapons—knives, guns, brass knuckles—are all strong indicators of gang membership. GDP staff also describe gang-involved youth as argumentative and defensive when talking with parents or other authority figures. The program helps parents, school officials, and teachers to identify early signs of gang involvement, when preventive intervention can be most effective. The program reaches at-risk youth by showing the negative consequences—arrests and injuries—of hard-core gang involvement. Distributing rulers and pencils with anti-gang information reinforces the printed and audiovisual information youth receive through GDP in

school. In addition, GDP encourages youth to learn and appreciate both their own and others' cultural heritage through participation in multicultural events, recreational activities, and community service projects.

SIGNS OF SUCCESS

GDP's evaluation showed that 92% of parents, youth, counselors, and teachers surveyed found the drug and gang prevention information extremely helpful. In addition, 84% of the young people indicated the program helped them in their decision not to join a gang or deal drugs. These results led to the development of both a Gang Prevention Curriculum for grades 5-12 and an Elementary Violence Prevention Curriculum for grades K-5 to be used in Boston and other school districts.

Before you start a violence prevention program, find out what services the community wants or needs by conducting a survey. Gather as much information as you can on the subjects. Then contact agencies working in those fields. Do some networking. Then develop a mission statement for your program.

Ulric Johnson
Program Director
Gang/Drug Prevention Program

COMMUNITY PARTNERS

GDP works closely with other programs operated by the Department of Health and Hospitals. These programs include the Violence Prevention Program, the Community Youth Program, the Volunteer Parent Aide Program, the Teen Line, the Young Family Program, the Adolescent Clinic of Boston City Hospital, and Project Direction. GDP also works with other city-run programs and with schools and parent groups.

FUNDING

Originally the Community School Federal Gang Deterrent Project provided funding for the GDP. Currently the program is funded by the Department of Health and Hospitals. GDP is trying to secure funding from local businesses as well as reapplying for a federal grant.

CHALLENGES

Misinformation about gangs provided by news media presents the greatest problem, since teachers and parents believe the media are factual sources. The lack of accurate information, along with denial and fear of addressing the gang problem, led to inaction. Once these barriers were overcome, parents and teachers became a valuable means of disseminating realistic drug and gang prevention information.

The OUCH! Violence Prevention Project

Sarah Snapp, Family Therapist
Amherst H. Wilder Foundation
Wilder Child Guidance Center
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St. Paul, MN 55104
612-642-4001

SETTING

The Amherst Wilder Child Guidance Center initially explored the idea of creating a violence prevention project for elementary school children in grades 3 through 6. It found that children receive constant messages from the news media, movies, television programs, their homes, schools, and neighborhoods, that violence is common and acceptable. Development of the "OUCH!" project was begun in 1984 by the St. Paul-based CLIMB (Creative Learning Ideas for Mind and Body) Theatre Company and the North Suburban Branch of the Wilder Child Guidance Center. After three years of script writing, rehearsing, and searching for funds, the play "OUCH!" was introduced in 30 schools in the 1987-88 academic year.

FOCUS

"OUCH!" aims to expand children's perceptions of violence, help children learn the difference between internal feelings of anger and the external behavior of violence, and help children identify consequences of violence and anger and choose alternatives to violent behavior. The project includes the play, a teacher's manual for follow-up classroom activities, an evaluation, and referral services for psychological help for children in grades 3 through 6.

STRATEGIES

The play introduces a modern super-hero, Macho Mr. Head, who delivers anti-violence messages by speaking in a rap-like cadence. Mr. Head introduces the play's characters to the language of self-control through catchy slogans. Scenes emphasize verbal put-downs as being emotionally hurtful, expanding the definition of violence to include verbal as well as physical behavior. Actual violence is never portrayed on stage, because of the danger of "modeling effects." The "OUCH!" teacher's manual includes exercises focusing on labeling violence; defining self-control; identifying feelings, compliments and put-downs; and compromise

(vs. competition) to solve a problem. The manual contains ten structured lessons, each lasting 30 to 40 minutes, with additional activities to be completed over a 4- to 6- week period.

SIGNS OF SUCCESS

The Wilder Center developed a questionnaire for teachers and children to evaluate the violence prevention project. Children received the questionnaire before the play and again two months afterwards. As a result of the program children recognized and labeled violent behavior more often; they learned to better distinguish the feeling of anger from violent behavior; and they reported they would be more likely to tell someone about an act of violence instead of keeping quiet. An evaluation in 1990 found that parents who saw the play and received a parents' guide noticed a positive change in their children's abilities to resolve conflicts with less physical violence or "put-down" words. More than 60,000 Minnesota school children in grades 3 to 6 have been reached by "OUCH!." The Sheltering Arms Foundation has provided major funding for development of a violence prevention program for grades K-2 based on the "OUCH!" model.

On a trip to St. Paul, two of our children began getting into a fight. One of the other children reminded them about the play "OUCH!" and started saying "Stop, two, three, breathe, two, three." The other children picked up on it and began saying it and the fight was over before it started.

Vicki Andrews
Child Protection Council
Grand Rapids, Minnesota

COMMUNITY PARTNERS

The CLIMB Theatre Company developed the "OUCH!" violence prevention project with child psychologists from the Wilder Child Guidance Center. School officials, teachers, children, and parents all contribute to the success of the program.

FUNDING

The Minneapolis Foundation, The Bigelow Foundation, The Mardag Foundation, The St. Paul Companies, The St. Paul Foundation, CLIMB Theater Company (General Operating Fund), and the Wilder Foundation work together to support the "OUCH!" violence prevention program financially. The Minnesota Children's Trust Fund has funded statewide program dissemination. These grants reduce the fee for the program from $645 to $250 per school (approximately 83 cents per student).

CHALLENGES

The biggest problem the program faces is sustaining, reinforcing, and extending the violence prevention concepts and messages throughout the community, given the pervasive reinforcement of violent messages and practices.

Turn Off the Violence

PO Box 27338
Minneapolis, MN 55427
612-593-8041

SETTING

The summer of 1991 brought daily news reports of murder, rape, abduction, and other violent crimes to Minneapolis, traditionally a low crime area. No demographic group was immune, and people became scared. In response to public concern, the Minnesota Crime Prevention Officers' Association (MCPOA) spearheaded a campaign to "Turn Off the Violence," hoping that the initial effort would lay the foundation for a coalition among organizations and agencies throughout the state.

FOCUS

The initiative sought to raise awareness levels among children, teens, and adults so that violence in all its forms is recognized and dealt with before it escalates beyond control. Raising parents' consciousness of what their children watch and hear, rather than censorship of the media, was a key objective.

STRATEGIES

The Turn Off the Violence Campaign Committee asked people in metropolitan Minneapolis to turn off violent television, not listen to violent music, not go to violent movies, and not rent violent videos for just one day and night — October 3, 1991. The simplicity of the concept—not taking part in violent entertainment— was played out through an extensive public awareness effort. The committee distributed more than 300 promotional information packets containing a reproducible brochure, sample press releases, tips on conducting an awareness-raising campaign, and examples of letters sent to school officials and Neighborhood Watch coordinators. The Committee targeted the week of September 30-October 3 to publicize the event. During that week, crime prevention, D.A.R.E. (Drug Abuse Resistance Education), and juvenile officers gave presentations to students stressing that violence was not an acceptable way to resolve conflict or express emotion and examining peaceful methods of handling conflict. Legal, safe, and positive alternatives to violent entertainment were discussed.

We are asking people to turn off violent television, not listen to violent music, not go to violent movies, or rent violent videos for just the one day and night of October 3, 1991.

Who will decide what's "violent"? You will. But look closely. We've been witnessing violence for so long we may not even recognize it as violence anymore. And that's the problem.

From the "Turn Off the Violence" Brochure

SIGNS OF SUCCESS

Media coverage by radio, television, and newspapers was extensive. The Committee received more than 250 phone calls about the project in August and September; requests came from all over Minnesota, as well as from several other states. The Minnesota Attorney General is reproducing the campaign's materials for all schools in the state. The Governor of Minnesota visited two schools on October 3 and asked students to "Turn Off the Violence." Committee members received certificates of appreciation from the Governor and the Attorney General.

COMMUNITY PARTNERS

Turn Off the Violence attracted more than 45 sponsors, in addition to the MCPOA. These included organizations such as Violence Against Women, Brother Peace and Radio AAAHs, St. Paul Area Council of Churches, the Minnesota Crime Victim and Witness Advisory Council, the Minnesota Juvenile Officers Association, Campfire Boys and Girls, KYCR Radio, League of Women Voters, the Minnesota Indian Affairs Council, the Retired Senior Volunteer Program, and the Minnesota Suburban NAACP Branch.

FUNDING

Local crime prevention funds raised by citizens.

CHALLENGES

Time constraints posed the greatest problem, since the campaign did not get under way until August. Organizers are planning anti-violence programs throughout the year and hope to make Turn Off the Violence an annual event with even more sponsors.

In-School Ex-Offender Program

Alvin Brooks
President
Ad Hoc Group Against Crime
3330 Troost
Kansas City, MO 64109
816-531-0000

SETTING

The Ad Hoc Group Against Crime (Ad Hoc) was formed in 1977 by a group of black residents concerned about the lack of police investigation of the murders of nine black women. The community-based program identified four critical objectives: to raise public awareness about crime and violence; to strengthen community-police relations; to develop a 24-hour Secret Witness Hotline; and organize an annual anti-crime radio marathon to raise funds for rewards and hotline support. Ad Hoc has continued to focus on these objectives, as well as initiating other anti-crime programs. The In-School Ex-Offender Program was started in the fall of 1987 as a part of Ad Hoc's commitment to reducing alcohol and drug abuse, crime, gang activity, and violence among youth. This program operates throughout the Kansas City, (MO) public and parochial schools.

FOCUS

The program consists of 20 professionals teamed with 43 ex-offender volunteers who have been convicted of murder, robbery, drug-related offenses, or other criminal activities. Convicted rapists and child molesters are ineligible. With the professionals serving as facilitators, the ex-offenders talk to young people in middle and high schools about their use of alcohol and drugs and the consequences of criminal activities.

STRATEGIES

The Ad Hoc Group sends one facilitator and two ex-offenders (called resource persons) to a school to conduct a seminar. Seminars last 50 to 90 minutes, depending on the principal's or teacher's request, and are limited to 30 students. The facilitator introduces two ex-offenders—usually a male and female, or one black and one white person. The ex-offenders describe their lives and the offenses they committed, often saying that they committed crimes to get money for drugs. Ad Hoc staff make sure these individuals do not glorify their criminal activities. Then students can

ask questions. When the question/discussion period ends, students are asked to complete a confidential questionnaire regarding their reaction to the seminar, drug use (by themselves or family), possession and use of firearms, and gang involvement. Other questions assess social skills. Students also rate the presenters; ex-offenders who do not reach the young people are removed from the program. The ex-offenders are recruited from a program for men and women recently released from prison that Ad Hoc has operated since 1987. The In-School Ex-Offender Program reaches 8,000 to 10,000 young people a year with its messages against drugs and criminal activity.

We have experienced no problems putting ex-offenders in the classroom, and there has been no resistance to the initiative from participating schools. In fact, the ex-offenders in this program have established special relationships with their schools and are very popular with the students. And they are making a difference in the lives of the students, and their own lives.

Alvin Brooks
President
Ad Hoc Group Against Crime
Kansas City, Missouri

SIGNS OF SUCCESS

The confidential questionnaire has resulted in student requests for help. Many want to get out of a gang or have been victims of rape or family violence. The Ad Hoc Group Against Crime follows up on all student requests, and works to provide additional resources. Numerous requests for the program have been received from middle and high schools all over the state. To meet demand, seminars are scheduled from 7:40 a.m. to 2:40 p.m. four days a week.

COMMUNITY PARTNERS

Ad Hoc Group Against Crime, a nonprofit organization, works with law enforcement, schools, local governments, social service organizations, and various financial institutions. A local bank sold one of its buildings to the Ad Hoc Group at a considerable discount in order to provide a larger facility for the program.

FUNDING

The Kansas City (MO) School District allocates State Drug-Free School money each year to support costs of the In-School Ex-Offender Program.

CHALLENGES

The counselors and ex-offenders know the importance of educating youth about the dangers of alcohol, drugs, and crime, but reaching youth before they become involved in criminal activities is difficult. The Ad Hoc Group Against Crime would like to bring the program to elementary school children, who are at the age when children begin to make many decisions that shape their future potential for drug abuse and crime.

Homeless Outreach Program

New York City Transit Police
Lieutenant John Romero
Homeless Outreach Unit
181 Hudson Street
New York, NY 11201
212-966-5073

SETTING

Living in a subway system presents numerous health and safety hazards to homeless people. An increase in the number of homeless people living in subways led New York City's subway system to initiate the Homeless Outreach Program in March 1982. Four out of five homeless people involved with the program are substance abusers or are mentally ill. Specially selected and trained transit police officers form a major part of the Homeless Outreach Unit. Their goal is to remove homeless persons from subway stations, tunnels, emergency exits, restricted areas, and transit terminals and to relocate them to shelters.

FOCUS

Police officers provide buses to city shelters instead of arresting homeless people or merely ejecting them from the subway system.

STRATEGIES

Relocation services are offered to all homeless people. Food is provided on the buses, and social workers help convince the homeless to accept services from the Homeless Outreach Unit. Buses staffed by three police officers respond to any location systemwide to provide transportation to city shelters. As a result of the program, the Transit Police Department has seen fewer homeless persons in the subway system and an increase in the number of homeless persons served by the Homeless Outreach Unit.

As a police officer your main mission is to help people from all walks of life, never forgetting that you are dealing with human beings.

Dr. Phyllis P. McDonald
Director, Office of Management and Budget
New York City Transit Police

SIGNS OF SUCCESS

Over 5,300 individuals were transported to shelters in 1991. From 1990 to 1991 there was a 42% increase in the number of persons who accepted services from Homeless Outreach Units. In 1990, 79 homeless persons died in the subway system; in 1991, only 40 died. In addition there was a 15.2% decrease in felonies, as well as a 12% decrease in robberies compared to 1990. The unit is currently training the Port Authority and Long Island Police Departments in an effort to create a greater capacity for area law enforcement personnel to reach homeless persons.

COMMUNITY PARTNERS

The New York City Transit Police Department works with the city Human Resources Administration (which provides social workers to accompany Team members when they relocate the homeless to shelters).

FUNDING

All staff members are paid from the Transit Police Department's budget. The Transit Authority donates the buses to transport homeless people to shelters and provides social workers to assist officers.

CHALLENGES

The program's biggest problem is convincing homeless people to accept help. Through coordination and cooperation of the shelters, the homeless are being brought to shelters and provided with a safer, more healthy environment.

Operation Interlock/ Interwatch

Paula Blasband
Director
The Association for a Better New York
355 Lexington Avenue
New York, NY 10017
212-289-7867

SETTING

Increasing crime rates drove a group of New York businessmen to look for a way they could help the police reduce crime and violence. The result was Operation Interlock/ Interwatch, a privately funded, police-supported radio communications network that has been combating crime for the last ten years.

FOCUS

The Association for a Better New York (ABNY), a coalition of business and labor leaders, meets monthly to create a dialogue to address problems in the city. ABNY administers the Operation Interlock/Interwatch Program. Participants—from businesses, apartment buildings, and institutions such as (hospitals, museums, and school)—talk directly with a New York police officer over their radio network. The radio system is able to bypass 911 and report crimes directly to the police radio dispatcher. Each radio is immediately identified over the police radio as well as on the computer screen by the date, time, and location of the caller. This improves police response time and reduces the demands on 911 operators.

STRATEGIES

The New York City Police Department conducts two training classes every six weeks that explain crime reporting procedures and accurate identification of suspects. After completing the training and paying the dollar-a-day ($365 per year) fee to the ABNY, participants purchase the portable radio equipment, which costs between $900 and $1,200, and join the Interlock/Interwatch network. Officers visit participating buildings every week to check the equipment and to answer questions. Police detectives have also used Operation Interlock/Interwatch's radio network to ask for help in apprehending criminals by tracking suspects throughout the city. This cooperative arrangement has resulted in numerous arrests.

While ABNY does not keep statistics, Operation Interlock/Interwatch has proven to be one of the most successful attempts for the community and police departments to work together to help combat crime. New York is the first area in the United States to adopt a program with our concept.

Paula Blasband
Director, ABNY
New York, New York

SIGNS OF SUCCESS

Operation Interlock/Interwatch has expanded to cover the entire borough of Manhattan and surrounding precincts. Each year the mayor and the police commissioner recognize all the Interlock/Interwatch participants with awards. A parking attendant credits Operation Interlock/Interwatch with saving his life when he was able to call the police on his radio after being shot.

COMMUNITY PARTNERS

The New York City Police Department, the ABNY, and major residential, community, and commercial institutions link up through Operation Interlock/Interwatch.

FUNDING

The Association for a Better New York funds the program through the $365 annual membership fee.

CHALLENGES

In order to start the program, 40 buildings need to commit to it. This level of participation is necessary in order to cover the start-up costs.

Project Phoenix

℅ Rev. Mac Legerton
1102 ½ East 2nd Street
Lumberton, NC 28358
910-739-7851

SETTING

Robeson County is the second most economically depressed county in North Carolina. Its population is 38% Native American, 25% black, and 37% white. High rates of unemployment and underemployment contribute to the use and trafficking of illegal drugs by youth. According to the Sheriff's department, alcohol and drugs are related to 80% of Robeson County's violent crimes. Project Phoenix was formed in 1990 by community and church leaders in the town of Maxton to combat drug use and violent crime among area youth. In the fall of 1991, leaders expanded the program to the Pembroke and Red Springs areas. The Rock of Ages Baptist Church volunteered to house and sponsor the expansion of Project Phoenix in ten Native American churches in Pembroke and Red Springs. A coalition of 56 Native American churches with congregations totalling 10,000 offered to assist.

FOCUS

Project Phoenix's primary goal is to develop a model church- and community-based drug education and prevention program for Native American youth ages 11 to 19. The youth will participate in a series of educational workshops and activities on drugs. The project also seeks to increase levels of self-esteem, confidence, and cultural pride among Native Americans through leadership and decision-making opportunities.

STRATEGIES

The church is the center of activity within this Native American community. Project Phoenix builds on two projects sponsored by churches in 1990: a county-wide Youth Crusade that involved over 6,000 young people and an in-school drug prevention program ("On Track") that reached 9,000 high school students. Project Phoenix is working with ten Native American churches in establishing a 12-month drug education and prevention program in which youth ages 11 to 19 participate in a series of workshops and activities. Youth will assist in developing a project manual, and slide show, "Youth Speak: The Benefits and Qualities of a

I will assist the project in any way that I can. I am glad that Project Phoenix not only seeks to educate youth but also to involve youth in programs which increase their self-esteem through church and community activities.

Rev. Mike Cummings
Director of Missions
Burnt Swamp Baptist Association
Pembroke, North Carolina

Drug-Free Life." Each youth group from the participating churches will elect two members to serve on a committee to develop additional program ideas for Project Phoenix.

SIGNS OF SUCCESS

Because Project Phoenix is just getting started, its impact cannot be assessed at this time. However, an unprecedented partnership is committed to its success. Rev. Mac Legerton believes that these partnerships, which bring together economically and denominationally diverse groups of Native Americans, present a unique opportunity to help young people.

COMMUNITY PARTNERS

Project Phoenix has drawn a wide range of churches and organizations into drug education and prevention. Its partners include the Burnt Swamp Baptist Association, the United Methodist Church, the Center For Community Action, Robeson Health Care Corporation, Outpatient Substance Abuse Program, Public Schools of Robeson County, Drug Education Program, the towns and housing authorities of Pembroke and Maxton, and the Sheriff's Department and County Courts of Robeson.

FUNDING

The Center For Community Action, a partner of Project Phoenix, provides a match of $5,000 to the project's budget. The Center receives monies from individuals, churches, foundations, and local government.

CHALLENGES

The location of Robeson County is the biggest problem. Interstate 95, which runs directly through Robeson County, is the halfway point between New York and Miami and provides youth with an opportunity to earn money—up to $1,000 per day—by transporting drugs from Florida to North Carolina. There is a substantial challenge involved in educating youth about alternative opportunities available to them in their community.

Community Crime Patrol, Inc.

Mark Hatch, Executive Director
10 East 15th Avenue
Columbus, OH 43201
614-299-2279

SETTING

Increasing crime in the areas adjacent to The Ohio State University campus in Columbus, Ohio led to the creation of the Community Crime Patrol (CCP) program in the summer of 1990. Teams of two patrollers walk around designated areas of the community watching out for suspicious activities and provide help to students, residents, and visitors. Each team is equipped with a two-way radio; each patroller has flashlights and whistles; patrollers do not carry weapons. All patrollers wear an identifying T-shirt or jacket so that residents and police officers can recognize them easily.

FOCUS

CCP's primary goal is to work with the Columbus Police Department to increase security in the community. Patrollers, trained to observe, report, and help, are a vital resource in reducing crime and fear of crime and enhancing residents' sense of security.

STRATEGIES

Twenty-four paid ($4.25 to $5.50 per hour) patrollers work between 18 and 36 hours a week, patrolling between the hours of 9:00 p.m. and 4:00 a.m. They patrol every night except Thanksgiving, Christmas Eve and Christmas night, New Year's Eve and New Year's night. Patrollers must be over the age of 18 and not have a felony record. Most of those who seek the posts are young people, many wanting to be law enforcement officers. Participants are trained in observation, surveillance, self-defense, and first aid as well as in law enforcement basics. A Franklin County Deputy Sheriff and a Columbus Police Officer supervise law enforcement issues. When patrollers observe any crime — assaults, domestic disputes, vandalism, etc.— they are able to reach police units in minutes. Patrollers offer to check homes of residents away on vacation. In addition, the Community Crime Patrol program engraves personal valuables with identification numbers at residents' request, and looks out for environmental hazards, such as gas leaks and downed power lines, securing the area until police arrive.

Patrollers are additional eyes and ears for police officers.

Mark Hatch
President
Board of Trustees
Community Crime Patrol, Inc.

SIGNS OF SUCCESS

Patrollers have been responsible for helping in 165 arrests since the program began. Among the arrests were two for rape, seven for breaking and entering, and 16 for assault. In addition, they have recovered seven stolen cars; they have provided more than 300 escorts to area residents, and identified drunk drivers to police. Patrollers have assisted more than 110 motorists by jumping dead batteries, fixing flat tires, filling empty gas tanks, making minor repairs, and giving directions. Local media and university papers have run stories highlighting this community service.

COMMUNITY PARTNERS

CCP has a unique partnership with the Franklin County Sheriff's Department, the Columbus Police Department, the State of Ohio, the City of Columbus, The Ohio State University and its administration, and the area communities.

FUNDING

The State of Ohio, the City of Columbus, and The Ohio State University jointly provide $75,000 for the Community Crime Patrol. To supplement these sources, CCP has developed a 13-minute video to promote the project and attract funds.

CHALLENGES

The program's main problem is securing funds for the Community Crime Patrol to continue.

Violence Reduction Project

Memphis Area Neighborhood Watch
Carlene Reed, Director
37 West Fairway
Memphis, TN 38109
901-789-5942

SETTING

Spurred by concern over high mortality rates among blacks, the Tennessee Department of Health and Environment in 1988 sought projects to reduce infant mortality, to prevent chronic disease, and to prevent violence. The Memphis Area Neighborhood Watch (MANW) responded with the Violence Reduction Project (VRP), a proposal to teach children ages five to 13 about the dangers of resolving conflicts with violence and to address specific problems—such as poor reading skills or drug abuse—that produce stress and conflict for youth. L. M. Graves Manor, a housing complex with 1,700 residents in southwest Memphis, was chosen as the site.

FOCUS

VRP's goals are to educate children ages five to 13 about the harmful effects of violent responses to stressful situations, to reduce stress, and to enhance self-esteem through education, intervention, and prevention.

STRATEGIES

In its first funding cycle (three years), VRP operated a multifaceted program that reached 85% of the neighborhood's children between ages five and 13. Programs were held after school, on Saturdays, and during the summer in the Children of the Sun Cultural Center, a converted apartment donated by the Memphis Housing Authority. Monday through Thursday, VRP staff and volunteers provided tutoring and a quiet place for homework. On Fridays, youth and parents heard volunteers from local agencies talk about daily living issues, such as drug abuse, juvenile laws, health education, and social services. A local theater group helped children write and perform skits and raps that dramatized appropriate responses to situations that could explode into violence. Other VRP components included a Saturday School to promote self-esteem, pride, unity, and leadership skills. VRP also encompassed drug prevention education, a Neighborhood Watch group for adults, a junior deputy program, a summer tutoring program, cultural celebrations, and field trips.

SIGNS OF SUCCESS

Graves Manor students significantly improved their grades in school. The 1991 Walker Elementary Spelling Bee Champion was a Graves Manor student. Two students made the citywide list of Most Improved Students in Memphis, and four received Memphis Housing Authority Youth Appreciation Day awards. VRP was designated a 1990-91 Tennessee Model Dropout Prevention Program, and a representative was invited to testify at a legislative hearing in Nashville.

COMMUNITY PARTNERS

An advisory committee including representatives of early childhood education groups, mental health agencies, city schools, law enforcement, clergy, the residents' association, and housing authority management supported the project. The Shelby County Sheriff's Department sponsored the Junior Deputy Program, and the Memphis Police Department trained the Neighborhood Watch formed by VRP staff. Fifty-three volunteers, mostly African American professionals, provided invaluable help. CulturalFest 90, a collaborative effort among residents, area churches, and businesses, demonstrated to the community that positive things can happen when everybody cooperates.

The kids haven't been fighting; some of the boys' behavior has changed; they used to go for bad. Once they started coming to the center, they kind of chilled on all that. The kids got more interested in education and they got a broader range of role models. It (VRP) helped us parents too, because parents on the other end of the development didn't associate with each other. By coming to the center for activities with our kids, it kind of broke the ice and we started getting along and socializing because of the kids.

Linda Powell Jackson
Parent and resident,
Graves Manor
Memphis, Tennessee

FUNDING

The original three-year grant from the Tennessee Department of Health and Environment ended in 1991. The project has been refunded, but at 75% of the previous amount because of state budget constraints. The program now focuses on health maintenance, with violence prevention as a health as well as a crime prevention issue. A grant received from the Tennessee Commission on Children and Youth will fund the tutoring program and help youth develop decision-making skills.

CHALLENGES

Getting parents involved was the biggest challenge. Attendance at community meetings was low initially. Staff discovered that several factors, e.g., the television soap opera schedule, bad weather, and the day welfare checks arrived—affected attendance. Participation increased after careful rescheduling, offers of incentives such as plants or small toiletries, staff door-to-door visits to invite people, and arranging for parents to take turns babysitting small children during a workshop or meeting. Involvement also increased as the VRP staff gained the confidence and support of the Graves Manor Residents' Association.

McGruff's Drug Prevention and Child Protection Program

The Hawes Corporation
PO Box 1066
DeSoto, TX 75123-1066
800-854-2151

SETTING

Now in more than 80,000 classrooms around the country, this program was developed as a licensed McGruff product to help educators use McGruff's extraordinary popularity with children (99% recognize him; 97% would try to do what he tells them) to teach elementary grade students to protect themselves and others and to refuse illegal drugs.

FOCUS

The focus is the classroom setting in kindergarten through grade 6, using the McGruff puppet and his recorded songs and narratives weekly to help children learn personal protection, drug prevention, and related character-building messages. By building throughout the elementary years, the program reinforces early messages and add materials as they become appropriate to the age group.

STRATEGIES

The teacher is given brief training by an in-service instructor or a video. The puppet and cassettes are kept in the classroom so that McGruff is continually visible. Each week, the puppet is brought out for a 15-minute to 30-minute session. Grade-specific materials on the cassette are augmented by a teacher's guide that suggests discussion questions building on McGruff's messages. Ideas for supplemental activities are also presented. Some teachers permit older children (grades five and six) to present the puppet's lessons to younger students.

SIGNS OF SUCCESS

A formal, nationwide evaluation funded by the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice documented gains in knowledge about personal protection and drug prevention by children in all grades and clear, positive changes in attitudes about self and others by children through grade 5. That formal

assessment also documented enthusiastic endorsement by teachers, school administrators, and parents. The McGruff character in the classroom also has generated numerous reports by children about their victimization by abuse, as well as other crimes. Widespread community support for funding illustrates the program's appeal.

Two young girls who were home alone briefly one night heard strange sounds, as if someone were breaking in. They went upstairs, locked themselves in their parents' bedroom, called 911 and told the sheriff's department what was happening. The deputies arrived and caught the would-be burglar.

When the parents came home, they asked the girls how they knew to call 911, since they had not told them about it. Said the girls: "McGruff came to our school and told us to go somewhere safe and call 911 in case of emergency."

The Tribune
Sparks, Nevada

COMMUNITY PARTNERS

Law enforcement officers, counselors, and child protection workers are often key partners with school teachers and administrators in successfully implementing the program. Civic and service groups have worked to raise funds for the program, as have parent-teacher groups.

FUNDING

The program (one puppet and stand, teacher's guide, and two cassette tapes for the appropriate grade level) can be purchased for $99. School districts have used regular instructional materials funds or special drug education money from state or federal sources. In addition, civic and service groups in many communities have raised funds to place the program in all the elementary classrooms in their area.

CHALLENGES

The evaluation noted that some children become fascinated with the puppet and want to have lessons far more frequently than once a week. A few teachers had difficulty learning basic puppeteering skills, but the program's instructional video seems to have met that need. When classrooms have to share a puppet, teachers find the shifting of materials and lack of ongoing visibility to be a problem, though students' learning does not seem to be adversely affected.

Houston Area Exchange Clubs Police Activities League (PAL), Inc.

Officer Mark Whitmore
Sgt. Garry Clark
PO Box 2228
Houston, TX 77252
713-222-2725

SETTING

Police Chief Lee Brown had seen the PAL in action in Atlanta, Georgia and was impressed with its success in involving youth in community service programs. Thanks to his leadership, Houston's Police Activities League (PAL) began nine years ago. The second PAL program to be initiated in the state of Texas.

FOCUS

Houston's PAL is a recreational program in inner-city housing communities that gives at-risk youth positive choices, instead of involvement with gangs and street crime. The officers are able to break down stereotypes that the youth have about police, and those police have about youth through one-on-one interaction.

STRATEGIES

Four full-time Houston Police Department PAL officers run the program. Youth ages 10 to 17 participate in activities that include track, soccer, basketball, and educational field trips. PAL also involves youth in the community through service projects, such as planting trees in parks or helping elders in the neighborhood with yard and house work. The program attempts to emphasize the positive options that are available. Day-to-day contacts between officers and young people have produced positive changes in youth behaviors, attitudes, grades, and attendance in school. The Houston PAL program reaches 700 to 900 young people each year. The youth feel that the officers are their friends. The program has proved that providing a positive alternative for youth can work.

Uriel "Rudy" Gonzales, 14, received the Houston Police Department's Public Service Award from the Houston Exchange Program known as PAL for saving a 12-year-old friend who had fallen into a creek. He also received the Boy Scouts of America's second-highest lifesaving award. Being a member of PAL and the Boy Scouts taught him "how to be a good person" and think of others, not only of himself.

Houston Chronicle
Houston, Texas

SIGNS OF SUCCESS

The National PAL provided Houston with a 30-second television spot highlighting the program to boost corporate involvement. As a result, numerous parents across the city have asked how they could get their children involved in the program.

COMMUNITY PARTNERS

PAL works in partnership with the YMCA, the Boys & Girls Club, the Chicano Family Center, the Parks and Recreation Department, local churches, and other police agencies in the area. The Astros donate tickets each year to the youth participating in the PAL program. The University of Houston and Rice University also donate tickets to their sporting events. In addition, the players counsel the youth about the importance of an education.

FUNDING

The Exchange Clubs of Houston provide financial support for the program and the Houston Police Department provides the full-time officers. The Park and Recreation Department provides the facilities for the youths' activities.

CHALLENGES

The officers try to get parents involved in the program by sending letters home with the kids, as well as visiting homes personally. Motivating family members to attend games and other events has been difficult, in part because many are single or non-biological parents (such as a grandparent or aunt). They may be unable to afford time off because they are the sole wage earners in the household. But the youth continue to participate day after day, which allows the officers to give needed praise and self-confidence.

Crime Control in Public Housing

Virginia Crime Prevention Association
Harold A. Wright, Executive Director
PO Box 6942
Richmond, VA 23230
804-266-7506

SETTING

At its 1987 annual conference, the Virginia Crime Prevention Association (VCPA) adopted a resolution to advance crime control in Virginia's public housing communities. The resolution was prompted by a belief that residents of public housing are disproportionately victimized by crime, drug trafficking, and disorder. The VCPA addressed this issue through several initiatives, including crime prevention materials for each of the state's 28 public housing authorities, forums for law enforcement and public housing officials, surveys to improve the collection of data on public housing crime, and technical assistance. Alvin Stingold, Executive Director of the Danville Redevelopment Housing Authority (a complex of 1,200 residents), asked the VCPA for help in applying for a HUD Drug Elimination grant. When Danville won the grant, it contracted with the VCPA for various services for one year, beginning October 1990.

FOCUS

VCPA agreed to analyze crime, drug arrests and police calls for service; assess safety and security within the authority's five developments; manage an anti-crime planning committee of residents, housing authority staff, police, mental health and substance abuse, recreation and parks, commonwealth's attorney, schools, social service, chamber of commerce, and other community organizations; train residents, police, and staff in crime prevention; and oversee all anti-crime efforts.

STRATEGIES

Contrary to expectations, the crime analysis showed that crime rates in Danville's public housing were not disproportionate to those of the rest of the city. Aggravated assaults, however, were disproportionately high, accounting for 25% of city totals. The first meetings of the crime control planning committee encouraged open discussion, and residents talked primarily about problems of order and maintenance, not crime. The VCPA helped the committee

People dictate what happens in their neighborhoods.

Harold Wright
Executive Director, VCPA
Richmond, Virginia

identify four main problems: (1) residents didn't take control of their neighborhoods; (2) children and young adults were disorderly, making noise all night and drawing graffiti in public places; (3) there was a lack of recreational opportunities for youth; (4) many problems were caused by people who did not live in the public housing community. To broaden horizons, VCPA took eight residents and staff to visit another housing authority in southwest Virginia. The two groups shared problems and possible solutions. One idea with great potential is the development of "standards of behavior" for the housing project; residents will decide what behavior the community will not tolerate. The VCPA saw its role as raising awareness, helping the community identify problems, and organizing residents. It also stressed the need for data sharing and joint planning.

SIGNS OF SUCCESS

Cooperation among residents, the police, and the housing authority has increased dramatically. The number of calls to police about fighting, domestic violence, and disturbances generated from the housing development has been reduced. Calls about fights declined by 53.5%, domestic violence calls by 50%, and disturbance calls by 9% comparing August-September 1991 with the same period in 1990. The Parks Department is now working with the housing authority to apply for a HUD Youth Sports grant.

COMMUNITY PARTNERS

The police department and all city agencies serving residents of the public housing development.

FUNDING

HUD grant (one year).

CHALLENGES

Convincing law enforcement officers and public housing residents that cooperation was more mutually beneficial than antagonism.

Second Step: A Violence Prevention Curriculum

Committee for Children
Joan Duffell
2203 Airport Way South, Suite 500
Seattle, WA 98134-2027
206-343-1220

SETTING

The Committee for Children, a nonprofit organization established in 1979, originally focused on prevention of child sexual abuse through its Talking About Touching curriculum. Realizing that placing responsibility for prevention and protection solely on potential victims was only half the task, the agency broadened its scope to address the issue of teaching children not to victimize. This led to the development of Second Step in 1987.

FOCUS

The Second Step curriculum teaches children from preschool through eighth grade to change the very attitudes and behaviors that contribute to violence. Exercises in thinking, feeling, and acting help children learn social skills—empathy, impulse control, problem solving, and anger management—that in turn help reduce impulsive and aggressive behavior. The Committee for Children summarizes its goal as "no more victims, no more victimizers."

STRATEGIES

Second Step curriculum has three components, each geared to different age groups. The Early Childhood kit takes a multi-sensory approach—puppets, music, and posters—to teach preschool and kindergarten children to identify problems and feelings, reduce their anger, solve problems, and get along with others. These lessons are reinforced in Second Step for Grades 1 through 3 and 4 and 5, which use photos, film strips, posters, homework sheets, and parent activity sheets to develop these skills further. The third component targets grades 6 through 8. Through group discussion, role plays, and the analysis of story scenarios, older children explore interpersonal violence, empathy, options for problem solving, and anger management. Issues such as gang involvement, bullying, and peer pressure are covered. The Committee for Children offers training for school staff who teach the curriculum, as well as training for trainers. It also produced "Facing Up," an award-winning video, for grades two through seven that discusses bullying and violence among school children.

I've been teaching for 32 years. Last year I was ready to retire, because I felt that I could no longer handle the behaviors exhibited by today's students. I really felt that if I could not help these kids, I had no business in the classroom. Then I started teaching Second Step. The children responded beautifully; all of a sudden I realized, "I have a wonderful group of kids!" I had such success with this curriculum that I started teaching it on the first day of school this year. And guess what? I have another terrific group of kids.

A teacher in the Los Angeles Unified School District
Los Angeles, California

SIGNS OF SUCCESS

During 1990-91, the Committee for Children trained more than 607,000 students in over 40,000 classrooms throughout the United States and Canada through Second Step and "Facing Up." More than 25,000 child abuse and youth violence educators were trained through live presentations and videos. Pilot evaluations conducted in Seattle schools have supported the curriculum's positive effect on students' anger management and problem-solving skills. The Los Angeles Unified School District is currently sponsoring an evaluation of Second Step, now in use in more than 400 of its elementary schools as part of the city's drug-free schools program.

COMMUNITY PARTNERS

School districts are the Committee's primary partners.

FUNDING

The Committee for Children is a nonprofit organization that receives 10% of its financial support from research and development grants and 90% from training fees and the sale of materials. Schools that do not have specific funds set aside for violence prevention education have used funds from the Drug-Free Schools and Communities Act to purchase Second Step as a supplemental curriculum.

CHALLENGES

The principal barrier to implementing the curriculum is money. Schools have many issues to address, including violence prevention, and must set their own priorities. Future plans include revision of the grades 1 through 3 and 4 and 5 materials, first published in 1988, to incorporate feedback from teachers and knowledge gained in evaluation. The committee is also developing a staff training video and Spanish language supplements for Second Step, which will be available in fall 1992.

SMART Moves/SMART Leaders

Robbie "Skip" Robinson
Branch Director
Boys & Girls Club of Greater Milwaukee
Hillside Community Center
623 West Cherry Street
Milwaukee, WI 53212
414-291-0347

SETTING

The Boys & Girls Clubs of America (BGCA) won a federal grant to initiate SMART Moves, a drug, alcohol, and teen pregnancy prevention program. Of the ten clubs selected as pilot sites, four were in Milwaukee: Hillside Community Center in a central city neighborhood in an economically depressed area; a housing development; and a multi-cultural middle-income neighborhood. The Boys & Girls Club of Greater Milwaukee also received a grant from the Pennsylvania State University to develop SMART Leaders, an initiative to extend SMART Moves.

FOCUS

SMART Moves' aims to prevent drug use, alcohol use, and early sexual activity among youth ages nine to 17. SMART Moves/SMART Leaders aims to help youth identify and resist peer and media pressures to use drugs and alcohol, understand the physical and social changes taking place during adolescence, and develop and improve decision-making and problem-solving skills.

STRATEGIES

The SMART Moves model uses prevention teams—consisting of club members and staff, community members and parents—to lead small groups that help participants develop skills necessary to identify and resist negative peer and social pressures. Before initiating the program, the Hillside Community Center sent one staff member for training by the national Boys & Girls Clubs. Skip Robinson organizes SMART Moves in a three-stage cycle: he works with a teen group, then a parent group, and finally brings the two together. Each stage lasts three months, and the groups meet for one and one-half hours twice a week. Role plays, followed by discussion, are the most effective teaching tools. Hillside uses the SMART Moves program materials, which include an administrative guide, a staff in-service training guide (Be SMART), an easy-to-follow skills-

based curriculum for youth ages 10 to 12 (Start SMART), one for youth 13 to 15 (Stay SMART), a curriculum for parents (Keep SMART), and SMART Ideas, which suggests activities. In addition to the materials provided by BGCA, the Milwaukee Club uses other research and magazine articles. The Hillside Community Center takes youth bowling, skating, camping, and to movies, hockey and basketball games.

SIGNS OF SUCCESS

In the program's fifth year, participation continues to grow. Improved communication between youth and adults has raised young people's awareness of the dangers of drugs, alcohol, gang activity, and teenage pregnancy. Through the Milwaukee Club's participation in Targeted Outreach (a comprehensive program of techniques and strategies that point young people in alternative, positive directions) and SMART Moves, 14,349 youth have received information about drug and alcohol abuse and pregnancy prevention. More than 600 SMART Moves programs are now in place at Boys & Girls Clubs around the country.

Being a part of the SMART Moves Prevention Team for the past two years has been a very positive experience that I'll never forget. Without the help of the Club, I would probably be in a drug-active gang, which is common in the neighborhood that I grew up in. All of us need to make just one decision in our lives: Do we want to live full of drugs or free of drugs? SMART Moves can help young people make the right choice!

David Gutierrez, 17
La Habra Boys & Girls Club
SMART Moves Prevention Team

COMMUNITY PARTNERS

The Boys & Girls Club of Greater Milwaukee works with New Concepts Self-Development Center, Career Youth Development, and Project Respect, other nonprofit organizations.

FUNDING

SMART Moves is funded by Boys & Girls Clubs of America, a national federation of youth-serving agencies. The development of SMART Leaders was funded by the Pennsylvania State University.

CHALLENGES

Regular attendance by at-risk youth was the program's biggest problem. Other problems included the lack of transportation for youth attending meetings and resistance of parents to becoming involved. According to Skip Robinson, Branch Director, incentives were offered to attract youth who could benefit from the program. "We offered to take them to the movies and extend gym time. We also visited youths' homes to show parents how they could benefit from the program."

RESOURCES

Many national groups can provide free or low-cost information and training. But there's often help quite nearby. Many state crime prevention programs and associations, and chapters or offices of many of the groups listed below may be right in your community.

Violence Prevention

American Association of Retired Persons (AARP)
Criminal Justice Services
601 E Street, NW, Building B, Fifth Floor
Washington, DC 20049
202-728-4363

Boys & Girls Clubs of America (BGCA)
1230 West Peachtree Street, NW
Atlanta, GA 30309-3494
404-815-5700

Center for Applied Study of Ethnoviolence
Room 132, Stephens Hall Annex
Towson State University
Towson, MD 21204
410-830-2435

Center to Prevent Handgun Violence (CPHV)
1225 Eye Street, NW, Suite 1100
Washington, DC 20005
202-289-7319

Community Relations Service (CRS)
U.S. Department of Justice
5550 Friendship Boulevard, Suite 330
Chevy Chase, MD 20815
301-492-5929

National Committee to Prevent Child Abuse (NCPCA)
332 South Michigan Avenue, Suite 1600
Chicago, IL 60604-4357
312-663-3520

National Crime Prevention Council (NCPC)
1700 K Street, NW, Second Floor
Washington, DC 20006-3817
202-466-6272

National Exchange Clubs Foundation for
the Prevention of Child Abuse (NECF)
3050 Central Avenue
Toledo, OH 43606
419-535-3232

National Institute for Dispute Resolution (NIDR)
1726 M Street, NW, Suite 500
Washington, DC 20036
202-466-4764

National McGruff House Network
1879 South Main, Suite 180
Salt Lake City, UT 84115
801-486-8768

National Organization for Victim Assistance (NOVA)
1757 Park Road, NW
Washington, DC 20010
202-232-6682

National School Safety Center
4165 Thousand Oaks Boulevard, Suite 290
Westlake Village, CA 91362
805-373-9977

National Urban League, Inc. (NUL)
Stop the Violence Clearinghouse
500 East 62nd Street
New York, NY 10021
212-310-9000

National Victim Center
309 West 7th Street, Suite 705
Fort Worth, TX 76102
817-877-3355

Program Design and Operation

Independent Sector (IS)
1828 L Street, NW, Suite 1200
Washington, DC 20036
202-223-8100

The National Assembly of National Voluntary Health and Social Welfare Organizations, Inc.
1319 F Street, NW, Suite 601
Washington, DC 20004
202-347-2080

National Crime Prevention Council (NCPC)
1700 K Street, NW, Second Floor
Washington, DC 20006-3817
202-466-6272

Support Centers of America (SCA)
2001 O Street, NW
Washington, DC 20036
202-296-3900

United Way of America (UWA)
701 North Fairfax Street
Alexandria, VA 22314
703-836-7100

Other

Bureau of Alcohol, Tobacco and Firearms (BATF)
U.S. Department of the Treasury
Washington, DC 20226

BATF operates a hotline, 800-ATF-GUNS, that individuals can call to report possible firearms and drug or gang activity, and other crimes. Agents staff the hotline and share the tips with local, state, and federal law enforcement agencies.

Bureau of Justice Assistance Clearinghouse
Box 6000
Rockville, MD 20850
800-688-4252

This clearinghouse provides information and publications on BJA-funded anti-crime and anti-drug programs including formula grants, technical assistance, training, and demonstration projects.

Seven federal clearinghouses can be reached by calling 800-788-2800. Of special interest: the National Clearinghouse for Alcohol and Drug Information, the Drugs and Crime Data Center, the Drug Abuse Information and Referral Hotline, the Drug Information Strategy Clearinghouse, and the National Criminal Justice Reference Service.

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NATIONAL CRIME PREVENTION COUNCIL
1700 K STREET, NW, SECOND FLOOR
WASHINGTON, DC 20006-3817

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